



**UNDERSTANDING ORGANIZATIONAL  
COMMITMENT AND SATISFACTION  
OF  
TACOM LIFE CYCLE MANAGEMENT COMMAND  
ACQUISITION, TECHNOLOGY, AND LOGISTICS  
ASSOCIATES**

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**April 2012**

**PUBLISHED BY  
Lawrence Technological University  
Southfield, Michigan**

**Submitted to Lawrence Technological University (LTU) College of Management in partial  
fulfillment of the degree of Master of Science in Global Leadership and Management**

**Submitted to the Defense Acquisition University (DAU) Midwest Region in partial fulfillment of the  
requirement of the Senior Service College Fellowship (SSCF) Program**

Report Documentation Page		Form Approved OMB No. 0704-0188
Public reporting burden for the collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to a penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.		
1. REPORT DATE <b>23 MAY 2013</b>	2. REPORT TYPE <b>Academic Thesis</b>	3. DATES COVERED <b>01-01-2012 to 01-01-2012</b>
4. TITLE AND SUBTITLE <b>UNDERSTANDING ORGANIZATIONAL COMMITMENT AND SATISFACTION OF TACOM LIFE CYCLE MANAGEMENT COMMAND ACQUISITION, TECHNOLOGY, AND LOGISTICS ASSOCIATES</b>		5a. CONTRACT NUMBER
		5b. GRANT NUMBER
		5c. PROGRAM ELEMENT NUMBER
6. AUTHOR(S) <b>NANCY SAXON</b>		5d. PROJECT NUMBER
		5e. TASK NUMBER
		5f. WORK UNIT NUMBER
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) <b>U.S. Army TACOM,6501 East Eleven Mile Rd,Nancy Saxon,Warren,Mi,48397-5000</b>		8. PERFORMING ORGANIZATION REPORT NUMBER <b>#22622</b>
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES) <b>U.S. Army TACOM, 6501 East Eleven Mile Rd, Nancy Saxon, Warren, Mi, 48397-5000</b>		10. SPONSOR/MONITOR'S ACRONYM(S) <b>TACOM</b>
		11. SPONSOR/MONITOR'S REPORT NUMBER(S) <b>#22622</b>
12. DISTRIBUTION/AVAILABILITY STATEMENT <b>Approved for public release; distribution unlimited</b>		
13. SUPPLEMENTARY NOTES		

## 14. ABSTRACT

This study focused on the job satisfaction and organizational commitment of civil service workers employed at the U.S. Army Tank Automotive Command (TACOM) located in Warren, Michigan. TACOM employs 6,739 employees in Warren with a wide range of acquisition skills. The purpose of this study is to compare the levels of job satisfaction and organizational commitment among Acquisition, Technology, and Logistics (AT&L) associates at TACOM hired within the last five years, with and without private industry experience. This mixed method research study examined the factors that correlated to job satisfaction and organizational commitment, and identified potential new factors that may be important to the AT&L workforce. Maslow's (1954) motivational theory, the factors of: Relevance or Meaning of the Job, Growth and Development Opportunities, Supervisor Support/Satisfaction, Feelings Toward Co-Workers, Job Security, Pay, and Benefits, provided the theoretical framework for the study. Because job satisfaction and organizational commitment are critical to retaining employees, understanding the factors that contribute to satisfaction and commitment provides the foundation for effective retention policies. The research study uses a conceptual model which relates job satisfaction and organizational commitment to Maslow's Hierarchy of Needs, (Maslow, 1954) and Meyer and Allen's theory of organizational commitment (Meyer, 1991). The finding of the research show that elements of normative and affective commitment are being perceived differently by those employees with and without private industry experience. Additional findings show that factors such as pay, benefits, growth and development opportunities, relevance or meaning of the job, and job security affect the levels of job satisfaction for those with and without private industry UNCLASSIFIED experience significantly different. The research survey contained seven open-ended questions which were coded by the researcher into several significant factors. The meaning or relevance of the job appeared to be the single most important factor in determining both job satisfaction and organizational commitment. There were new factors revealed from the qualitative question on what TACOM could do to improve job satisfaction. Some of these new ideas were to increase accountability of fellow associates, increase the number of warfighter visits, and control wastefulness.

## 15. SUBJECT TERMS

## 16. SECURITY CLASSIFICATION OF:

a. REPORT

**unclassified**

b. ABSTRACT

**unclassified**

c. THIS PAGE

**unclassified**17. LIMITATION OF  
ABSTRACT**Public Release**18. NUMBER  
OF PAGES**168**19a. NAME OF  
RESPONSIBLE PERSON

## Approval Page

Title: Understanding Organizational Commitment and Satisfaction of TACOM Life Cycle Management Command Acquisition, Technology, and Logistics Associates

Author: Nancy L. Saxon

Organization: U.S. Army TACOM

Date of Paper: March 23, 2012

IRB Approval: Matthew Cole, Ph.D.

Date: 11/3/2011

OPSEC Approval:

Date: 3/18/2012

Approval: Legal

Date: 3/14/2012

Approval: G2/G3

Date: 3/13/2012

Approval: Public Affairs

Date: 3/16/2012

Submission Date to DAU Library:

Date: 3/23/2012

Submission Date to Acquisition Research Journal:

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## **Abstract**

This study focused on the job satisfaction and organizational commitment of civil service workers employed at the U.S. Army Tank Automotive Command (TACOM) located in Warren, Michigan. TACOM employs 6,739 employees in Warren with a wide range of acquisition skills. The purpose of this study is to compare the levels of job satisfaction and organizational commitment among Acquisition, Technology, and Logistics (AT&L) associates at TACOM hired within the last five years, with and without private industry experience.

This mixed method research study examined the factors that correlated to job satisfaction and organizational commitment, and identified potential new factors that may be important to the AT&L workforce. Maslow's (1954) motivational theory, the factors of: Relevance or Meaning of the Job, Growth and Development Opportunities, Supervisor Support/Satisfaction, Feelings Toward Co-Workers, Job Security, Pay, and Benefits, provided the theoretical framework for the study. Because job satisfaction and organizational commitment are critical to retaining employees, understanding the factors that contribute to satisfaction and commitment provides the foundation for effective retention policies.

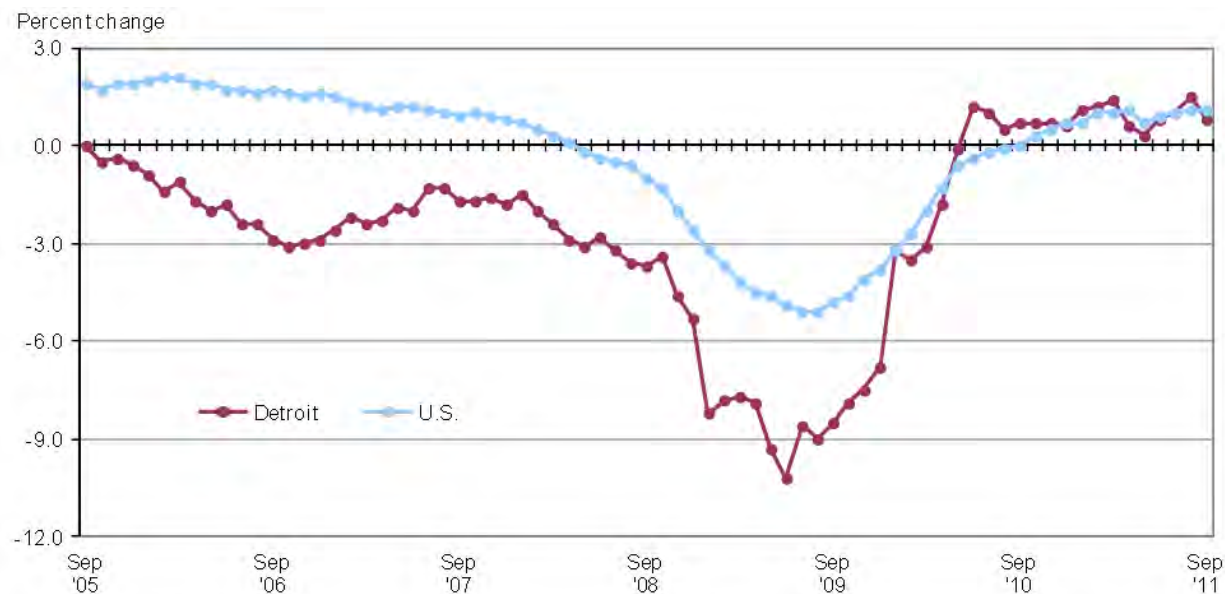
The research study uses a conceptual model which relates job satisfaction and organizational commitment to Maslow's Hierarchy of Needs, (Maslow, 1954) and Meyer and Allen's theory of organizational commitment (Meyer, 1991). The finding of the research show that elements of normative and affective commitment are being perceived differently by those employees with and without private industry experience. Additional findings show that factors such as pay, benefits, growth and development opportunities, relevance or meaning of the job, and job security affect the levels of job satisfaction for those with and without private industry

experience significantly different.

The research survey contained seven open-ended questions which were coded by the researcher into several significant factors. The meaning or relevance of the job appeared to be the single most important factor in determining both job satisfaction and organizational commitment. There were new factors revealed from the qualitative question on what TACOM could do to improve job satisfaction. Some of these new ideas were to increase accountability of fellow associates, increase the number of warfighter visits, and control wastefulness.

## Chapter 1 - Introduction

Southeastern Michigan is the center of the automotive industry. The largest automakers in the United States and Canada, Ford, General Motors and Chrysler, are centrally located in this region. Beginning around 2005, the economy of Southeast Michigan began a downturn; many of the automotive and automotive suppliers began laying off employees. This resulted in a dramatic increase in the unemployment rates for the Detroit metropolitan area, reaching an all time high of 15.7% in July of 2009 (U.S. Department of Labor, 2011). Currently the employment rates for the Detroit metropolitan area are on the upswing, as shown in Figure 1; Total non-farm employment, over-the-year percent change in the United States and the Detroit metropolitan area, September 2005 - 2011 (U.S. Department of Labor, 2011)



*Figure 1.* Total US and Detroit area non-farm employment.

During the downturn in the automotive sector, Tank-Automotive and Armaments

Command (TACOM) hired over 1,300 new employees. These employees came from automotive Original Equipment Manufacturers (OEMs), automotive suppliers, defense contractors, retail, information technology and other sectors of the economy. Many of these new employees came to TACOM with a wealth of knowledge and experience. A critical issue facing TACOM is how to retain these valuable associates when the economy in Southeastern Michigan recovers.

Replacing experienced employees is both expensive and time consuming. Losing their technical expertise and knowledge is both a financial and a capability loss. The direct cost to replace an experienced associate is estimated to be between 0.5 times (Stovel & Bontis, 2002) to as high as 1.5 times the salary (Hillmer, Hillmer, & McRoberts, 2004), not including the loss of technical knowledge or the cost of obtaining a security clearance. The indirect cost such as recruiting, training, certification, and the learning curve associated with “getting-up-to-speed” are not calculable.

## **Problem Statement**

The basic problem facing TACOM is how to retain these valuable employees hired from private industry as the Southeastern Michigan economy improves.

## **Purpose of this Study**

The purpose of this study is to determine if employees hired in the last five years from private industry have unique characteristics that need to be understood to develop strategies for retaining them as the economy improves. Specifically, this study compares levels of job satisfaction and organizational commitment among Acquisition, Technology, and Logistics (AT&L) associates at TACOM hired within the last five years, with and without private industry experience. The study also examines the factors responsible for any differences in job

satisfaction and organizational commitment between these two groups. Because job satisfaction and organizational commitment are critical to retaining employees, understanding these differences and the factors responsible for them provide the foundation for effective retention policies.

### **Significance of This Research**

Understanding the differences, if they exist, in job satisfaction and organizational commitment of the two populations is the first necessary step in developing effective policies to retain these employees. This is particularly important given the large number of employees hired in the past five years, and the valuable skills and experience they bring to TACOM. The findings can also be used for leadership training programs at TACOM, and to increase employee job satisfaction and organizational commitment.

### **Overview of the Research Methodology**

The research methods used in this study include both quantitative and qualitative techniques. Data was collected through a survey distributed to over 1,300 TACOM Life Cycle Management Command (LCMC) acquisition, technology and logistics associates hired within the last five years.

The survey focused on important demographic factors, job satisfaction, and organizational commitment. Using the two models in Figure 2, job satisfaction was measured using an aggregate score of three questions related to job satisfaction. They were 1) “I am generally satisfied with this job”, 2) “The work I do on this job is important to me” and 3) I am generally satisfied with the type of work I do in this job”. Additionally, other factors shown by Jenkins (2009) to significantly affect job satisfaction and organizational commitment were used



in the survey:

- Relevance or Meaning of the Job
- Growth and Development Opportunities
- Supervisor Support/Satisfaction
- Feelings Toward Co-Workers
- Job Security
- Pay
- Benefits

Organizational commitment was measured using Meyer and Allen's (2004) survey (Appendix B) of organizational commitment. It is a composite of separate scores of affective, normative, and continuance commitment. The Meyer and Allen commitment model (Jenkins A. K., 2008) is related to the Maslow hierarchy of needs model as illustrated in Figure 2 below.

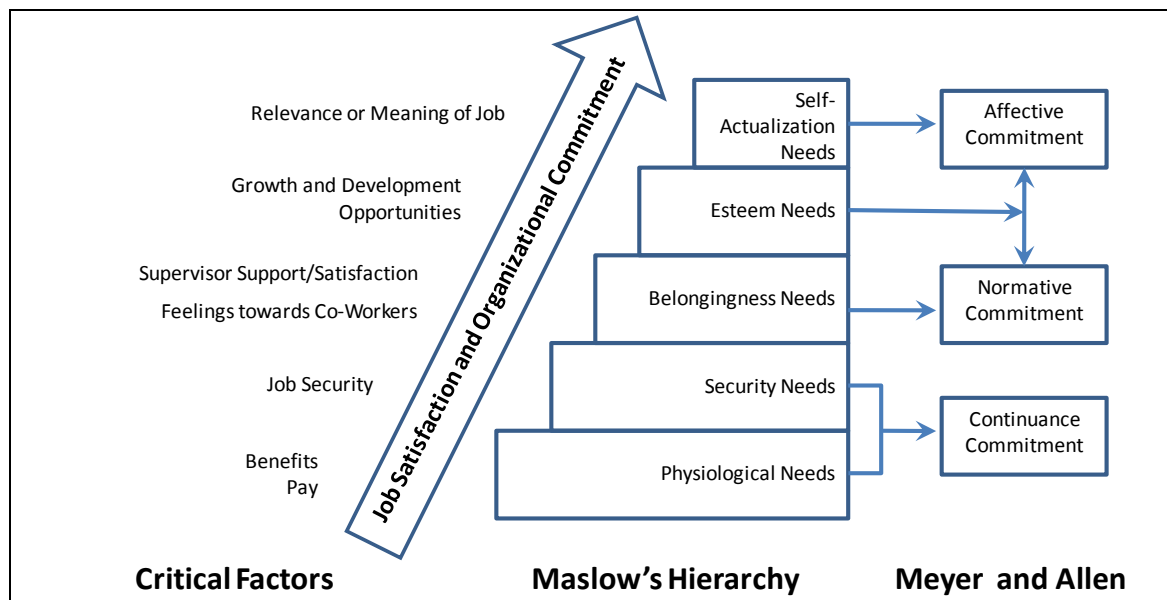


Figure 2. Conceptual model showing relationships to Maslow's Hierarchy and Meyer and Allen organizational commitment model.

## Background

In 1954, Abraham Maslow (Maslow, 1970) developed a hierarchy of needs portrayed in a pyramid with the most fundamental human needs at the bottom. The need for self-actualization (realization of one's full potential) is at the top of the pyramid. Maslow's basic theory is that individuals will not seek to meet needs at the next higher level of the pyramid until the current level of needs is met. Maslow contends that any individual's behavior can be understood primarily as her effort to satisfy a particular level of need on the pyramid. Therefore, to motivate and retain employees, leaders must take into account the position or level of their subordinates in the pyramid. Job satisfaction is how one feels about her job. Job satisfaction increases as basic needs are met. Increasing job satisfaction also increases organizational commitment (O'Leary, 2004), both of which are important to retaining skilled employees.

Organizational commitment is an employee's psychological attachment to the organization. Meyer and Allen noted that a common theme among the many definitions of organizational commitment was "the view that commitment is a psychological state that (a) characterizes the employee's relationship with the organization, and (b) has implications for the decision to continue membership in the organization" (Meyer & Allen, 1997) (p.11). Meyer and Allen (Meyer & Allen, 1997) developed a three-component model of organizational commitment, which defines an employee's commitment. These three components are Continuance, Normative, and Affective Commitment.

Continuance commitment is defined as an employee's desire to stay with an organization due to the high economic and social costs of leaving. Normative commitment is defined as an employee's desire to stay with an organization due to feelings of obligation. For example, these feelings could be due to the organizations investment in the employee's training and the

employee believing he/she has a moral obligation to stay. Another example of normative commitment could be relatives getting the employee a job in the organization; therefore, the employee does not want to leave because of social pressures. Affective commitment is defined as the employee's positive emotional attachment to the organization. Employees with affective commitment identify with the goals of an organization and desire to remain part of the organization. Somers (1995) found that both affective and normative commitment correlated to job retention.

The Maslow theory of needs and the Meyer & Allen theory of commitment are linked, and are fundamental to effective retention strategies. As employees move from the bottom level of the pyramid they are moving up in job satisfaction and moving through the three commitment components of the Meyer and Allen model. Affective commitment and self-actualization needs are the highest level of job satisfaction and organizational commitment. If an employee is realizing her full potential and is able to identify with an organization's goals, then that employee is likely to stay with the organization (Jenkins, 2009). Likewise, continuance commitment and security and physiological needs are related. An employee's need to stay with an organization because of financial and social needs is expressed in continuance commitment. Normative commitment is related to an employee's need for belonging and esteem.

## **Research Questions**

This research paper addresses five fundamental questions related to job satisfaction, organizational commitment and employee retention:

- (1) Is there a difference in the job satisfaction of AT&L associates hired within the last five years with and without private industry experience?
- (2) Is there a difference in the organizational commitment of AT&L associates hired

- within the last five years with and without private industry experience?
- (3) What are the critical factors that affect job satisfaction for AT&L associates hired within the last five years with and without private industry experience?
- (4) Is there a relationship between the level of job satisfaction and organizational commitment of AT&L associates hired within the last five years with and without private industry experience?
- (5) Do demographic factors such as age, education and grade level affect the job satisfaction and organizational commitment of AT&L associates hired within the last five years with and without private industry experience?

## Research Hypotheses

The six hypotheses tested as part of this research are:

- (H<sub>01</sub>): There is no difference in job satisfaction between AT&L associates hired within the last five years with and without private industry experience.
- (H<sub>02</sub>): There is no difference in organizational commitment between AT&L associates hired within the last five years with and without private industry experience.
- (H<sub>03</sub>): There is no difference in the critical factors that affect job satisfaction for AT&L associates hired within the last five years with and without private industry experience.
- (H<sub>04</sub>): There is no relationship between the level of job satisfaction and the level of organizational commitment for AT&L associates hired within the last five years with and without private industry experience.
- (H<sub>05</sub>): There is no difference in job satisfaction among AT&L associates hired

within the last five years with and without private industry experience because of differences in age, grade level, or education level.

- (H<sub>06</sub>): There is no difference in organizational commitment among AT&L associates hired within the last five years with and without private industry experience because of differences in age, grade level, or education level.

## **Limitations of the Study**

This study was conducted at TACOM LCMC in Warren, Michigan, and may not apply to other Government or private industry organizations. The former private industry associates were drawn from a geographic area that had declined severely in recent years, undoubtedly affecting many of their attitudes toward work. Therefore, one could expect that job satisfaction and organizational commitment would be significantly different in other geographical areas. The associates were also largely drawn primarily from the auto industry. Job satisfaction and organizational commitment may be different for employees with prior experience in other industries. Additionally, the study only addresses civilian employees; therefore, the study results cannot be applied to military personnel.

## **Validity and Reliability of the Responses**

The survey questions were piloted with students from two previous Defense Acquisition University (DAU) classes in systems engineering. The pilot survey was successful and did not bring any difficulties or misunderstandings to light. Prior to the survey release, the questions were reviewed and approved by the Lawrence Technological University (LTU) Institutional Review Board (IRB). The survey questions were developed to minimize social bias, and the respondents were all knowledgeable associates within TACOM. The original survey targeted

those engineers hired within the last five years with and without automotive industry experience. However, after discussions with TACOM senior leaders, the final survey was expanded to include all AT&L associates hired within the last five years. The survey was conducted with approximately 1,300 associates using Survey Monkey. Part of the survey included the Meyer and Allen (2004) Organizational Commitment Survey (OCS), which has been used in many other research studies. The Meyer and Allen OCS instrument used in this survey has been used in numerous of research studies (see Jenkins A. K., 2008; Somers, 1995; Fu, Bolander, & Jones, 2009; and Meyer and Allen, 1997). According to Meyer and Allen (1997)). The OCS instrument has a coefficient alphas ranged from 0.77 to 0.88 for the affective, 0.65 to 0.86 for normative, and 0.69 to 0.84 for continuance commitment (Fields, 2002). An alpha above .7 is considered sufficient to ensure reliability.

## **Chapter 2 – Literature Review**

### **Introduction**

This chapter presents a review of the literature on motivational theory as it relates to job satisfaction and organizational commitment. The review includes books, journals, dissertations, articles and web references. Although there are numerous motivational and organizational commitment theories, this literature research focuses on Maslow's hierarchy of needs and Meyer and Allen's organizational commitment models as they relate to employee retention. The chapter will address the following:

- Maslow's Hierarchy of Needs
- Myers and Allen Organizational Commitment
- Critical Factors
- Demographic Factors

The purpose of this research is to compare levels of job satisfaction and organizational commitment between associates hired within the last five years at TACOM LCMC with and without private industry experience, and the factors responsible for differences in job satisfaction and organizational commitment between these two groups. Understanding these differences in job satisfaction and organizational commitment is the first necessary step in developing effective policies to retain these associates.

### **Maslow's Hierarchy of Needs**

In 1954, Abraham Maslow proposed that humans have two types of motives; the deficiency and the growth motives. Deficiency or basic needs include the physical needs of the

human body, safety and security, love and belonging, and esteem needs. These four needs are often called coping behavior and are considered more short-term needs. Growth or being needs are the self-actualization needs including those needs for satisfaction and happiness in the long term. Maslow's needs hierarchy is used today as a motivational tool (Sadri & Bowen, 2011). The theory is that all humans have certain needs and when these needs are not being met it will motivate them to get those needs met.

Additionally, Maslow believed that some needs must be met before others can be used as motivating factors, as shown in Figure 3 (Psychology Wiki, 2011). For example, if an individual does not feel secure and safe then he is motivated to find safety and security. This individual is locked into this level of the needs pyramid. As the safety and security needs are met, the individual moves up to the next level, the belongingness needs. They will work to satisfy their needs for love, belonging, or companionship. Maslow believed that humans are social and have a need to feel accepted and to be needed by others. The last level of the four deficiency needs is the esteem level. Maslow contended that individuals have a need for the respect of others, the need for status, fame, glory, recognition, attention, reputation, appreciation, dignity, even dominance (Boeree, 2006). Additionally, Maslow believed that there is a higher need beyond those mentioned above which is self-respect or self-esteem. This self-esteem need includes our feeling of confidence and competence.



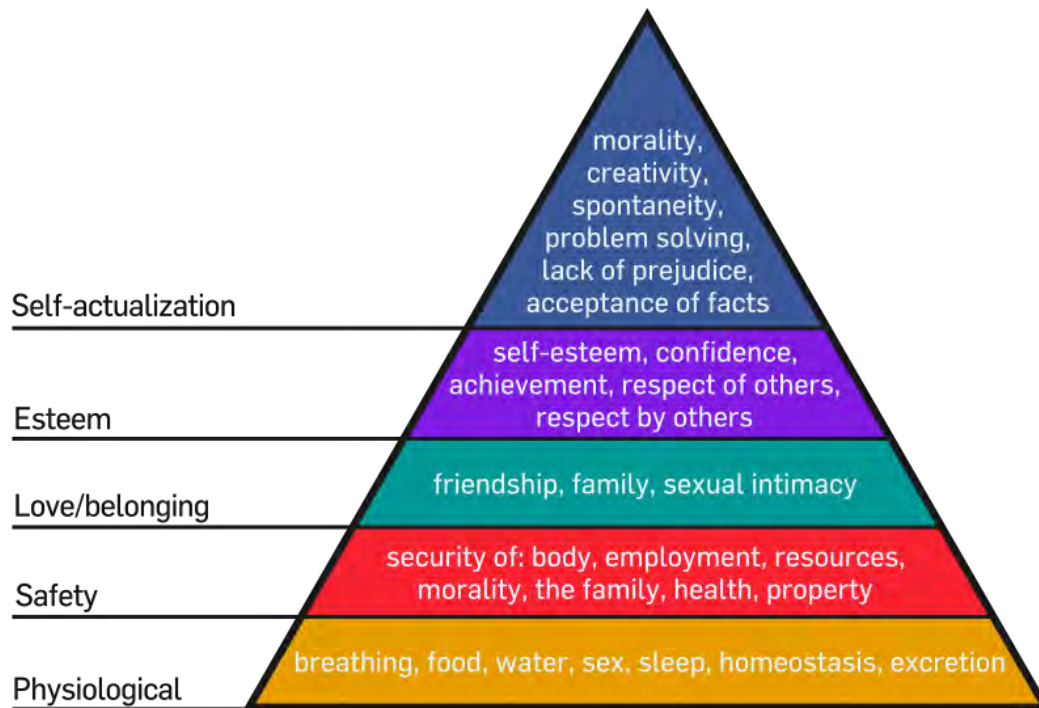


Figure 3. Maslow's hierarchy of needs.

Beyond the four deficiency needs is the growth need for self-actualization. Maslow's theory is the peak of human achievement is self-actualization. Self-actualization is simply "being everything you can be". Modern observers, actually say we continue with self-actualization and constantly try to better ourselves. The self-actualization level is not a permanent state (Boeree, 2006). Maslow emphasized that self-actualization is a healthy individual's prime motivation. In order to get to the self-actualization level, an individual must have all of the other lower or deficiency needs satisfactorily met. If you do not have your lower level needs met, you cannot devote your time and effort to meeting your full potential. Maslow determined several driving needs from self-actualized people and found that they needed the following in their lives to continue being a self-actualized person (Boeree, 2006):

- Truth, rather than dishonesty

- Goodness, rather than evil
- Beauty, not ugliness or vulgarity
- Unity, wholeness, and transcendence of opposites, not arbitrariness or forced choices
- Aliveness, not deadness or the mechanization of life
- Uniqueness, not bland uniformity
- Perfection and necessity, not sloppiness, inconsistency, or accident
- Completion, rather than incompleteness
- Justice and order, not injustice and lawlessness
- Simplicity, not unnecessary complexity
- Richness, not environmental impoverishment
- Effortlessness, not strain
- Playfulness, not grim, humorless, drudgery
- Self-sufficiency, not dependency
- Meaningfulness, rather than senselessness

Some of the characteristics of the self-actualizer were found to be morality, autonomy, creativity, spontaneity, problem solving, lack of prejudice, and peak experiences. Peak experiences are described as things such as childbirth, winning sporting events, being recognized publically, or other life- defining events. The self-actualizer knows that this life is making a difference.

## **Organizational Commitment**

Through the literature search, organizational commitment was found to have a diverse set of definitions. One particular good definition of organizational commitment was stated as

“multidimensional in nature, involving an employee’s loyalty to the organization, willingness to exert effort on behalf of the organization, degree of goal and value congruency with the organization, and desire to maintain membership” (Bateman, 1984) . Another defines it as “the relative strength of an individual’s identification with and involvement in a particular organization” (Steers, 1983). Steers and Porter further characterize organizational commitment by three factors “(1) a strong belief in and acceptance of the organization’s goals and values; (2) a willingness to exert considerable effort on behalf of the organization; and (3) a strong desire to maintain membership in the organization.” (Steers, 1983).

Meyer and Allen noted that a common theme among the many definitions was “the view that commitment is a psychological state that (a) characterizes the employee’s relationship with the organization, and (b) has implications for the decision to continue membership in the organization” (Meyer & Allen, 1997) (p.11). A still further explanation from Meyers and Allen is that organizational commitment has three components or mindsets: affective, normative and continuous commitment (Meyer, 1991).

Affective commitment refers to employees’ affective attachment and involvement in the organization. Employees with strong affective commitment stay with an organization because they have a strong emotional desire to stay. Continuance commitment refers to an employee’s desire to stay with an organization due to the high economic and social costs of leaving. Employees with high continuance commitment stay because of their assessment of the financial and social costs of leaving the organization. Normative commitment refers to employees’ perceived feelings of obligation to remain with the organization. Employees with high levels of normative commitment stay with the organization because they feel it is morally right to stay.

Somers (1995) found that both affective and normative commitment correlate to job retention. Additionally, he found that continuance commitment correlated negatively to employee turnover.

This study uses the Meyer and Allen organizational commitment model to measure the commitment to the Army; it is a widely used, accepted and validated. It employs the TCM Employee Commitment Survey instrument (Meyer, 2004), shown in Appendix B.

## **Job Satisfaction**

Locke (1969) defines job satisfaction as “. . . a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. Spector’s (1997) definition is “Job satisfaction is simply how people feel about their jobs and different aspects of their jobs”. Still Baron’s Business Dictionary defines it as a “Sense of inner fulfillment and pride achieved when performing a particular job. Job satisfaction occurs when an employee feels he has accomplished something having importance and value worthy of recognition; sense of joy”.

Job satisfaction is related to the affective commitment; however, there is a distinct difference. As stated by Mowday, et al. (1981) “. . . commitment emphasizes attachment to the employing organization, including its goals and values, whereas satisfaction emphasizes the specific task environment where an employee performs his or her duties”. Additionally, Steers (1983) pointed out that “Managers have the responsibility to create a proper climate in which employees can develop to their fullest potential. Failure to provide such a climate would theoretically increase employee frustration and could result in poorer performance, lower job satisfaction, and increased withdrawal from the organization”.

## Critical Factors

Based upon this literature search, the following factors were selected to evaluate job satisfaction, and appropriate questions were added to the survey, see Appendix A. These critical factors were also shown to correlate to organizational commitment (Jenkins A. K., 2008).

- Pay and Benefits
- Job Security
- Feelings toward Co-Workers
- Supervisor Support/Satisfaction
- Growth and Development Opportunities
- Relevance or Meaning of Job

**Pay and Benefits.** Pay refers to salary plus raises, bonuses or other monetary incentives. Benefits refer to health insurance, paid sick and annual leave, flexible or compressed work schedules, life insurance and retirement plans.

Until recently, DoD civil servants earned lower pay than their equivalents in the commercial sector (Gibbs, 2001). However, in a memorandum issued by the Federal Salary Council in November 2011, the salary including locality pay for federal workers in the Detroit area was approximately 6% greater than the commercial market; up from the December 2010 report by slightly over 1% (Federal Salary Council, 2011). Therefore, we can assume that pay may be a factor in retaining employees rather than losing them.

In terms of Maslow's (1954) needs hierarchy, pay is on the level of both esteem and security. Pay is considered one of Maslow's lower or deficiency needs. However, after an employee makes enough money to cover basic needs for food and shelter, pay will affect higher

levels on the pyramid. For example, more pay may be used for both increasing security and esteem needs by buying security systems or moving to a safer neighborhood.

O'Leary (2003) researched the organizational commitment of DoD civilian workers at a naval aviation facility and found a positive correlation between pay and organizational commitment. Additionally, Ting (1997) found that pay correlated to both job satisfaction and organizational commitment. Ting also determined that pay was inversely proportional to higher grade levels which can be correlated back to Maslow's needs theory. The more money an employee makes the less that pay is a factor in determining both job satisfaction and organizational commitment. Jenkins (2008) also found that pay correlated to both job satisfaction and organizational commitment. Jenkins (2008) also broke organizational commitment down to the three Meyer and Allen components and found that job satisfaction correlated significantly to affective commitment. Jenkins (2008) also found that job satisfaction correlated negatively with continuance commitment. A high continuance commitment score indicated that an employee could not afford to leave the organization. Jenkins (2008) also determined that normative commitment was positively correlated to job satisfaction.

**Job Security.** Job security or the stability of employment is directly related to Maslow's (1954) lowest level of needs. Without stable employment, a person cannot move on to higher levels of motivation. This is a particularly important aspect of this research, since the hypothesis involves those associates coming from private industry and the high unemployment rates in Michigan. Additionally, at the time of this research and survey, the Department of Defense (DoD) budget is under strict scrutiny from Congress and the Fiscal Year 2013 budget is facing significant cuts. These factors could affect the correlation of the survey results.

O'Leary (2003) found that job stability positively correlated to organizational commitment and was the most significant factor. O'Leary's dissertation predicted the organizational commitment of civil service technical knowledge workers employed at a large DoD aeronautics repair and support facility located in the Southwestern United States. In a study of over 3,000 engineers and scientists, Finegold, et al. found that job security positively correlated to organizational commitment in their study of engineers and scientists (Finegold, Mohman, & Spreitzer, 2002).

**Feelings Toward Co-Workers.** Feelings toward co-workers comes into play in Maslow's (1954) belongingness or social need. Maslow (1954) considers belongingness one of four deficiency needs; it is the emotional need to feel that we belong and are accepted in a group. The type of relationships an employee has with her co-workers can either increase job satisfaction or make employment less attractive.

O'Leary (2003) found that feelings toward one's co-workers were positively correlated to organizational commitment. Jenkins (2008) found that feelings toward co-workers positively correlated to both affective and normative commitment. In addition, research has shown that positive co-worker relationships were a significant factor in reducing turnover (Balkunki & Harrison, 2006).

**Supervisor Support/Satisfaction.** Supervisor support is defined as the extent to which leaders value their employees' contributions and care about their well-being (Scontrino & Powell, 2011). Good supervisor support will make an employee feel heard, valued, and cared about. This is also a belongingness need on Maslow's hierarchy. High supervisor support leads to is positively correlated to increased job satisfaction (Scontrino & Powell, 2011), (Jenkins A. K., 2008), (O'Leary, 2004), (Griffin, Patterson, & West, 2001). Jenkins (2008) found that

supervisor support had a positive association with affective and normative organizational commitment.

**Growth and Development Opportunities.** Growth and development opportunities include among other things:

- Educational opportunities
- Tuition reimbursement
- Career development counseling
- Opportunities for promotion
- Career advancement

Growth and development opportunities provide employees with the ability for continuous improvement of the skills and knowledge for job mastery and professional development. Growth and development provides an employee the ability to become the “best they can be” where they can fit into and find a place within an organization. This corresponds to the last level of the four deficiency needs in Maslow’s hierarchy, the esteem level. Growth and development opportunities in an organization can fulfill an employee’s need for respect and self-respect, confidence, competence, status, recognition, attention, reputation, appreciation, and dignity (Boeree, 2006).

It is management’s responsibility to provide the opportunities and encourage growth and career development through the annual review of an employee’s Individual Development Plan (IDP). Kim (2002) found that “. . . supervisors’ support of career development was positively associated with high levels of job satisfaction of public sector professionals”. Jenkins (2008) found that growth opportunity had a significant negative association with continuance commitment and a significant positive association with job satisfaction. This can be explained,



as the more an employee is satisfied with the growth opportunities, the less likely she will feel she needs to stay in an organization since she has become more marketable. Conversely, if there is no opportunity for promotion, an employee will not be committed to the organization (Arthur, 2001). O'Leary (2003) found that promotion opportunities did correlate to both job satisfaction and organizational commitment. Ting (1997) found that promotion opportunities were not a factor in organizational commitment unless the employee was in a more senior role.

**Relevance or Meaning of Job.** The final tier of Maslow's hierarchy is the need for self-actualization, which is the need for self-fulfillment and to become the best one can be. Employees who have satisfied the four lower needs look to better themselves, those around them and the world as a whole (Sadri & Bowen, 2011). They are looking for relevance or meaning to their job. O'Leary (2003) defined job relevance as those feelings, both good and bad, that an employee has with respect to actually performing the work, as opposed to feelings with respect to the work, itself, that is to be done. O'Leary (2003) found that the relevance of an employee's job correlated significantly to organizational commitment and ranked highest among 13 independent variables in predicting job satisfaction. Jenkins (2008) found that relevance or job meaning was the second most important factor in job satisfaction. Jenkins (2008) also found that many respondents noted positive feeling from being able to serve the U.S. military and contribute to its national defense.

## **Other Demographic Factors**

Other demographic factors were collected in the research survey to include gender, age, rank, career field, length of service, level of education and private industry experience. O'Leary (2003) found that females had a higher level of organizational commitment than their male counterparts did. Additionally, O'Leary found that the level of education negatively correlated

to organizational commitment with length of service and age being positively correlated. Ting (1997) determined that level of education did not significantly affect satisfaction. Jenkins (2008) found no statistically relevant difference between gender or rank, and organizational commitment. However, Jenkins did find a statistically significant correlation between baby boomers and continuance organizational commitment. Mowday et al. (1981) also found age and length of service to be positively correlated to organizational commitment and education level to be negatively related.

## **Summary**

The chapter began with revisiting the statement of purpose, research questions, and hypotheses presented in Chapter 1. Next, the researcher presented an extensive literature search on Maslow's Hierarchy of Needs, Myers and Allen organizational commitment, critical factors affecting both job satisfaction and organizational commitment, and finally the demographic factors used in the survey instrument. The researcher presented evidence that supported the conceptual model shown in Chapter 1. The research methodology will be presented in Chapter 3.

## **Chapter 3 – Research Methodology**

### **Introduction**

This chapter describes the research methodology used to explore the research questions and to test the hypotheses. The chapter includes an overview of the purpose of the research and hypotheses, research procedures, the survey instrument, the pilot study, the population and the sample, validity, reliability, and the data collection procedures.

### **Purpose of this Study**

The purpose of this study is to determine if employees hired in the last five years from private industry have unique characteristics that need to be understood to develop strategies for retaining them as the economy improves. Specifically, this study compares levels of job satisfaction and organizational commitment among Acquisition, Technology, and Logistics (AT&L) associates at TACOM hired within the last five years, with and without private industry experience. The study also examines the factors responsible for any differences in job satisfaction and organizational commitment between these two groups. Because job satisfaction and organizational commitment are critical to retaining employees, understanding these differences and the factors responsible for them provide the foundation for effective retention policies.

### **Research Questions**

This research paper addresses five fundamental questions related to job satisfaction, organizational commitment and employee retention:

- (1) Is there a difference in the job satisfaction of AT&L associates hired within the last five years with and without private industry experience?
- (2) Is there a difference in the organizational commitment of AT&L associates hired within the last five years with and without private industry experience?
- (3) What are the critical factors that affect job satisfaction for AT&L associates hired within the last five years with and without private industry experience?
- (4) Is there a relationship between the level of job satisfaction and organizational commitment of AT&L associates hired within the last five years with and without private industry experience?
- (5) Do demographic factors such as age, education and grade level affect the job satisfaction and organizational commitment of AT&L associates hired within the last five years with and without private industry experience?

## **Research Hypotheses**

The six hypotheses tested as part of this research are:

- (H<sub>01</sub>): There is no difference in job satisfaction between AT&L associates hired within the last five years with and without private industry experience.
- (H<sub>02</sub>): There is no difference in organizational commitment between AT&L associates hired within the last five years with and without private industry experience.
- (H<sub>03</sub>): There is no difference in the critical factors that affect job satisfaction for AT&L associates hired within the last five years with and without private industry experience.
- (H<sub>04</sub>): There is no relationship between the level of job satisfaction and the level

of organizational commitment for AT&L associates hired within the last five years with and without private industry experience.

- (H<sub>05</sub>): There is no difference in job satisfaction among AT&L associates hired within the last five years with and without private industry experience because of differences in age, grade level, or education level.
- (H<sub>06</sub>): There is no difference in organizational commitment among AT&L associates hired within the last five years with and without private industry experience because of differences in age, grade level, or education level.

## **Research Design**

The primary method of this research was a mixed method. The survey instrument contained quantitative and open-ended, qualitative questions. The quantitative portion of the research was used to obtain the data needed to answer the research questions and test the hypotheses. The qualitative portion of the survey was used to determine if there were additional factors affecting organizational commitment and job satisfaction of the AT&L workforce. The survey instrument is shown in Appendix A.

## **Survey Instrument**

Prior to the collection of data for research with human participants, the researcher is required to gain approval of the research project from the Institutional Review Board (IRB) at Lawrence Technological University. The researcher is required to follow guidelines that protect the rights and welfare of individuals as it relates to their voluntary and confidential participation in this research. This approval required the completion of the IRB Application for Approval to Conduct Research with Human Participants, the LTU Consent Form, and the LTU

Confidentiality Agreement. The IRB application for this survey was submitted on September 29, 2011. The IRB approved the application for this research on November 3, 2011 for a period of one year. The IRB approval e-mail is at Appendix D.

The study uses the Meyer and Allen Organization Commitment (OC) Instrument along with additional questions on job satisfaction and demographic data developed for this study. The right to use the Meyer and Allen OC survey was purchased by the researcher as shown in Appendix C. The job satisfaction questions were developed by the author based upon the literature review in Chapter Two. The 18 Meyer and Allen organizational commitment questions were used to measure the three constructs of affective, normative and continuous commitment. The 22 satisfaction questions included three job satisfaction questions and 19 questions regarding pay and benefits, job security, feelings toward co-workers, supervisor support, growth and development opportunities, relevance or meaning of the job, and physical working conditions. The survey questions are cross-referenced in *Table 1* to 12 components. Each quantitative question used a 7-point Likert scale.

Demographic questions included gender, age, career field, pay grade or rank, years of service, education level, and private industry experience. The survey included seven open-ended questions allowing the participant to discuss factors important to their job satisfaction and organizational commitment. The survey was conducted using the web program “Survey Monkey” which allows researchers to create their own surveys.

The Informed Consent Form on the first page of the survey informed the participants that their participation was voluntary, that their responses would be anonymous, and that they could stop at any time during the survey.

*Table 1. Factor/Question Cross-Reference*

<b>Factors Evaluated</b>	<b>Question Number</b>
Job Satisfaction	12, 14, 15
Pay	23
Benefits	24
Job Security	16, 17
Feelings toward Co-Workers	25, 26, 27
Supervisor Support/Satisfaction	28, 29, 30, 31
Growth and Development Opportunities	18, 19, 21
Relevance or Meaning of Job	13, 20, 22, 32, 33
Physical Working Conditions	34
Affective Commitment	35, 36, 37, 38, 39, 40
Continuous Commitment	41, 42, 43, 44, 45, 46
Normative Commitment	47, 48, 49, 50, 51, 52

## Survey Participants

The survey was sent to 1,289 TACOM, Warren employees across the Acquisition, Technology and Logistics areas. The respondents surveyed were from the career fields of Systems Planning, Research, Development and Engineering (SPRDE), Life Cycle Logistics (LCL), Business, Cost Estimating, and Financial Management (BCEFM), Contracting (CON), Program Management (PM), Information Technology (IT), Test and Evaluation (TE), Purchasing (PUR), and Production, Quality and Manufacturing (PQM). The survey did not ask to which TACOM organization they belonged, just what their career field was.

The researcher was provided a list of 1,367 names and e-mail addresses of TACOM associates hired within the last five years. The researcher sent requests to complete the survey to all 1,367 associates, however 78 e-mail addresses were invalid, and therefore the total population was 1,289. By using the formula below to determine the adequate sample size for this research,

the researcher can assure a 95% confidence level that the data are correct. In order to meet the 95% confidence level for a sample, the number of respondents were required to be, 170. This number was determined using the Sample size formula for a proportion population with the population known (StatTrek.com, 2012):

$$n = [ (Z^2 * p * q) + ME^2 ] / [ ME^2 + Z^2 * p * q / N ]$$

Where: Z = 1.96 for 95% Confidence Level

N = Population Size (1289)

ME = Margin of Error (5%)

p = Portion of Sample Surveyed (set to conservative 0.5)

q = 1 – p

n = Sample Size

Therefore:

$$n = \frac{(1.96^2)(0.5)(0.5) + (.05)^2}{(.05^2) + ((1.96)^2(0.5)(0.5) / (1289))}$$

$$n = 170$$

The survey was administered through Survey Monkey's web site using an email hyperlink. An initial email and one reminder were sent during a three-week period, all respondents were anonymous.



## **Pilot Study Procedure**

A pilot study was conducted to test and refine the survey instrument and its administration. The researcher sent the survey to one DAU professor who forwarded the survey link to approximately 20 DAU system engineering class attendees for feedback. Based on the feedback, a few questions were rephrased, however overall the pilot survey results were good. The pilot survey targeted engineers hired within the last five years with and without automotive industry experience. However, after discussions with TACOM senior leaders, the final survey audience was expanded to include all AT&L associates hired within the last five years. The pilot survey questions were further refined based upon senior leader feedback. The final survey was changed to include those with and without private industry experience. The final survey was sent to the 1,289 participants on December 19, 2011 and closed on January 6, 2012.

## **Quantitative Data Analysis Methodology**

The data analysis for the quantitative survey data collected consisted of reliability and validity analysis, descriptive statistical analysis, and inferential statistical analysis. The null hypotheses were tested at the 95% confidence level.

## **Qualitative Data Analysis Methodology**

The seven open-ended questions in the survey were used to gather additional comments and insights from the respondents. The open-ended questions asked were:

1. What are the most important factors determining your job satisfaction?
2. What are the most important factors determining your commitment to the US Army?

3. What factors have the most positive impact on your level of job satisfaction?
4. What factors have the most negative impact on your level of job satisfaction?
5. What factors have the most positive impact on your level of commitment to the US Army?
6. What factors have the most negative impact on your level of commitment to the US Army?
7. What are the most important actions the Army can take to improve job satisfaction?

The responses to the open-ended questions were evaluated and thematically categorized by the researcher. The researcher used the responses from the population to obtain additional factors affecting job satisfaction and organizational commitment. The responses were evaluated using content analysis and were not evaluated with respect to any quantitative data obtained.

## **Validity & Reliability**

Validity is concerned with answering the question “Is the data representative of the process or system under scrutiny?” (Kiemele, Schmidt, & Berdine, 2000). There are four different kinds of statistical validities that are relevant to research and experimentation; statistical conclusion validity, internal validity, construct validity, and external validity (Maxwell & Delaney, 2004). Each of these is important in order for the experiment to give accurate predictions and draw valid conclusions.

Statistical conclusion validity refers to the researcher’s analysis to make the correct decision regarding the truth of the null hypothesis. Statistical conclusion validity involves the researcher’s decision regarding whether or not variables are related to one another. Statistical conclusion validity was utilized in this analysis and was based upon previous research using critical factors associated with both job satisfaction and organizational commitment, as discussed

in Chapter 2. Internal validity is concerned with the relationships between variables and whether or not they represent what has been theoretically inferred. Internal validity threats were minimized by sampling the TACOM AT&L workforce rather than a specific organization. Construct validity alludes to the assumed relationship among the variables. To minimize the threat to construct validity, multiple questions were used for each job satisfaction and organizational commitment variable. Additionally, the survey contained varied wording and reverse keying to minimize anticipating the desired response. In addition, Survey Monkey randomized the questions to further minimize anticipated responses. External validity refers to the ability to apply the research to other populations. Although, the geographic and economic conditions may play a part in the results of the analysis, the survey questions have been used in previous studies, therefore external validity is not an issue with this analysis. In this study statistical methods were used to measure the validity of the sample size to confirm the survey sample was representative with a 95% confidence level.

The Meyer and Allen OCS instrument used in this survey has been used in numerous research studies (see Jenkins A. K., 2008; Somers, 1995; Fu, Bolander, & Jones, 2009; and Meyer and Allen, 1997). According to Meyer and Allen (1997)). However, according to Meyer and Allen (1997), the reliability of the OCS instrument is too low for employees working for an organization less than one year. Therefore, the responses from associates working less than one year with TACOM were not used in this analysis. The breakdown of valid responses is shown in Table 2. Additionally, the OCS instrument has been used in many past surveys and the coefficient alphas ranged from 0.77 to 0.88 for the affective, 0.65 to 0.86 for normative, and 0.69 to 0.84 for continuance commitment (Fields, 2002). An alpha above .7 is considered sufficient to ensure reliability.

*Table 2.* Distribution of Survey Responses

Number of Samples	Comment
297	Total responses collected
12	Declined to participate in the survey and were deleted from the data set.
20	Responses that were incomplete and deleted from the data set.
20	Responses had over 5 years with TACOM and did not fit the population requirements.
21	Had less than one year with TACOM and were deleted from the data set.
224	Total number of valid responses

## Descriptive Statistical Analysis

Descriptive statistics were used to describe the respondents and to provide data on the population with and without private industry experience. The organizational commitment questions were combined by affective, continuance, or normative component as specified by Meyer and Allen (2004), Appendix E. The rest of the job satisfaction questions were combined as shown in Table 1.

## Hypothesis Testing

The hypothesis were tested using analysis of variance (ANOVA) and multiple regression. The null hypotheses was tested at the 95% confidence level,  $p = 0.05$  (two-tailed tests).

## Summary

This chapter described the research methodology used in this study. The chapter began with revisiting the statement of purpose, research questions, and hypotheses presented in Chapter 1. Next, the chapter outlined the sample used in this study. The research procedures were discussed in detail, which included IRB approval, the survey instrument, the pilot study, and data collection methods. The last section described the data analysis methodology, which includes

testing the validity of the survey instrument, and the methods for analyzing the quantitative and qualitative data collected for this study. The results of the study are presented in Chapter 4.

## **Chapter 4 – Findings**

### **Introduction**

The objectives of this research are to answer the research questions and test the hypotheses; and determine the factors that correlate with job satisfaction and organizational commitment. The chapter presents the findings for the descriptive statistics, correlative tests, analysis of variance tests, open-ended questions, and summarizes the findings.

### **Purpose of this Study**

The purpose of this study is to determine if employees hired in the last five years from private industry have unique characteristics that need to be understood to develop strategies for retaining them as the economy improves. Specifically, this study compares levels of job satisfaction and organizational commitment among Acquisition, Technology, and Logistics (AT&L) associates at TACOM hired within the last five years, with and without private industry experience. The study also examines the factors responsible for any differences in job satisfaction and organizational commitment between these two groups. Because job satisfaction and organizational commitment are critical to retaining employees, understanding these differences and the factors responsible for them provide the foundation for effective retention policies.

### **Research Questions**

This research paper addresses five fundamental questions related to job satisfaction, organizational commitment and employee retention:

- (1) Is there a difference in the job satisfaction of AT&L associates hired within the last five years with and without private industry experience?
- (2) Is there a difference in the organizational commitment of AT&L associates hired within the last five years with and without private industry experience?
- (3) What are the critical factors that affect job satisfaction for AT&L associates hired within the last five years with and without private industry experience?
- (4) Is there a relationship between the level of job satisfaction and organizational commitment of AT&L associates hired within the last five years with and without private industry experience?
- (5) Do demographic factors such as age, education and grade level affect the job satisfaction and organizational commitment of AT&L associates hired within the last five years with and without private industry experience?

## **Research Hypotheses**

The six hypotheses tested as part of this research are:

- (H<sub>01</sub>): There is no difference in job satisfaction between AT&L associates hired within the last five years with and without private industry experience.
- (H<sub>02</sub>): There is no difference in organizational commitment between AT&L associates hired within the last five years with and without private industry experience.
- (H<sub>03</sub>): There is no difference in the critical factors that affect job satisfaction for AT&L associates hired within the last five years with and without private industry experience.
- (H<sub>04</sub>): There is no relationship between the level of job satisfaction and the level

of organizational commitment for AT&L associates hired within the last five years with and without private industry experience.

- (H<sub>05</sub>): There is no difference in job satisfaction among AT&L associates hired within the last five years with and without private industry experience because of differences in age, grade level, or education level.
- (H<sub>06</sub>): There is no difference in organizational commitment among AT&L associates hired within the last five years with and without private industry experience because of differences in age, grade level, or education level.

### **Survey Population & Sample Size**

The survey was sent to the entire population of 1,367 associates, which represent all employees hired by TACOM within the last five years. However, due to 78 bad e-mail addresses, the population dropped to 1,289 associates. The survey was responded to by 297 associates. However as shown in Table 3, below, 73 responses were eliminated for a total of 224 valid responses. According to Meyer and Allen (1997), the reliability of the OCS instrument is too low for employees working for an organization less than one year. Therefore, the responses from associates working less than one year with TACOM were not used in this analysis. Also, responses from respondents with more than five years with TACOM and those that were incomplete were eliminated from the sample.



*Table 3. Distribution of Survey Responses*

Number of Samples	Comment
297	Total responses collected
12	Declined to participate in the survey and were deleted from the data set.
20	Responses that were incomplete and deleted from the data set.
20	Responses had over 5 years with TACOM and did not fit the population requirements.
21	Had less than one year with TACOM and were deleted from the data set.
224	Total number of valid responses

## Descriptive Statistics

The demographic data were analyzed for the 224 valid responses. The majority of respondents were male, born between 1965 and 1980, GS 12-13, in the logistics career field, and holding a bachelor's degree. Additionally, 81 % of the respondents had private industry experience with 50% from automotive or automotive suppliers, and 37% from other industries, including finance, healthcare, information technology, retail, sales and marketing, construction, and miscellaneous industries. The majority of those who had private industry experience had worked in the industry within the last five years. Interestingly, 28% had less than five years experience and 23% had more than 20 years experience in private industry. This may be a result of the economic downturn where lower seniority employees were laid off and senior employees took early retirements. The demographics are displayed in the following Figures 4-16.

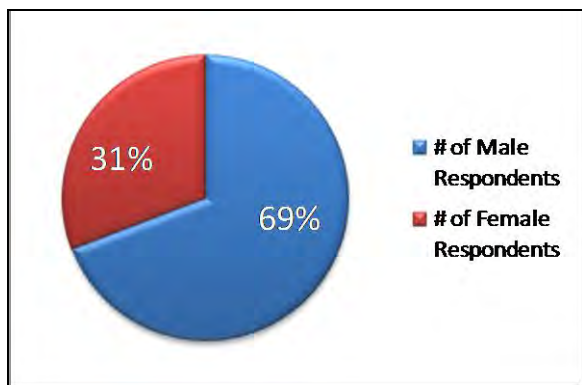


Figure 4. Respondents shown by gender.

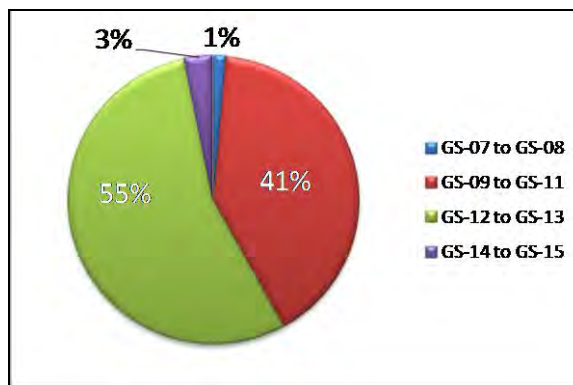


Figure 7. Respondents shown by grade level.

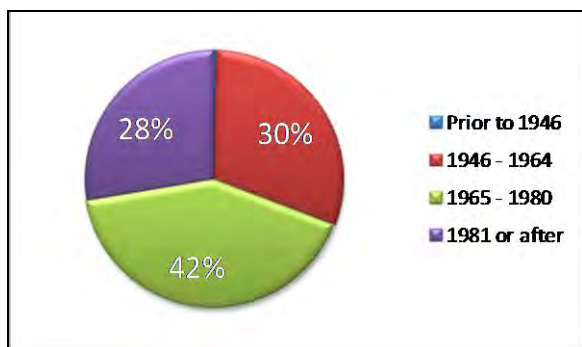


Figure 5. Respondents shown by age group.

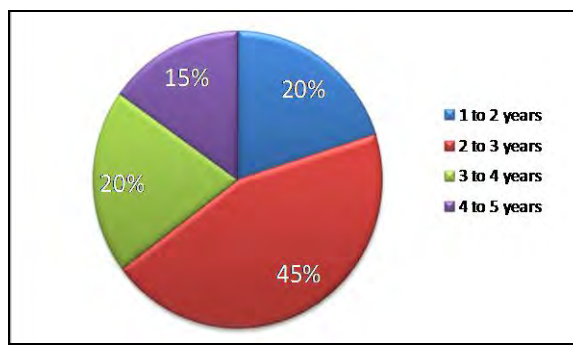


Figure 8. Respondents shown by years of civilian service.

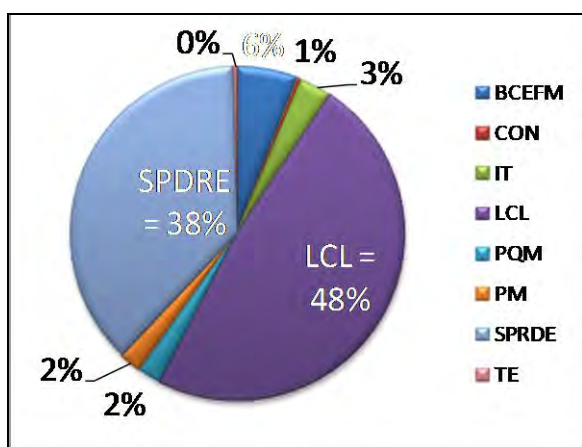


Figure 6. Respondents shown by career field.

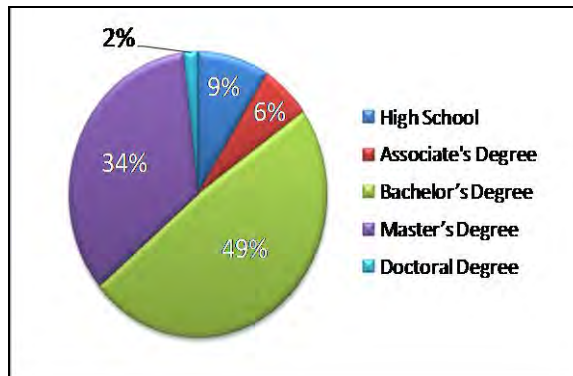


Figure 9. Respondents shown by education level.

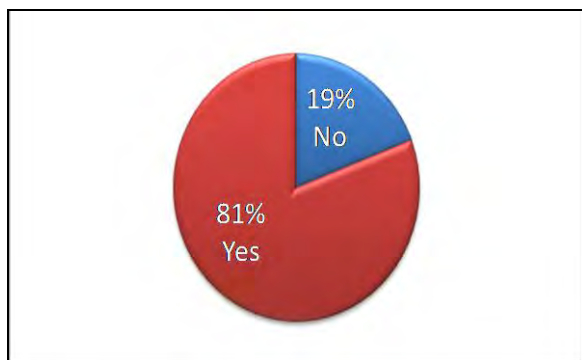


Figure 10. Respondents shown by private industry experience.

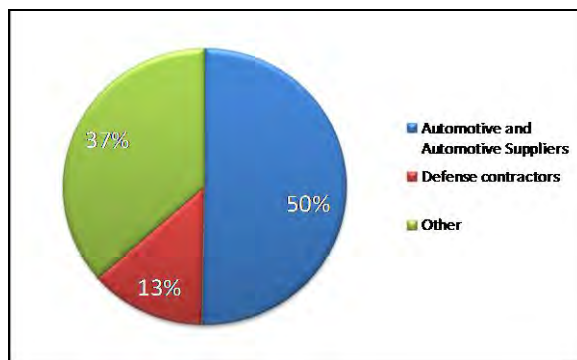


Figure 13. Private industry respondents shown by sector.

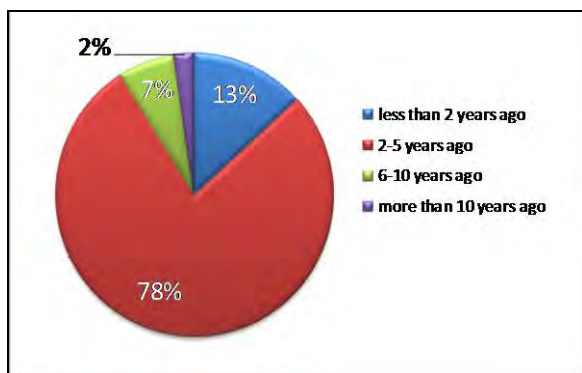


Figure 11. Respondents shown by when last in private industry.

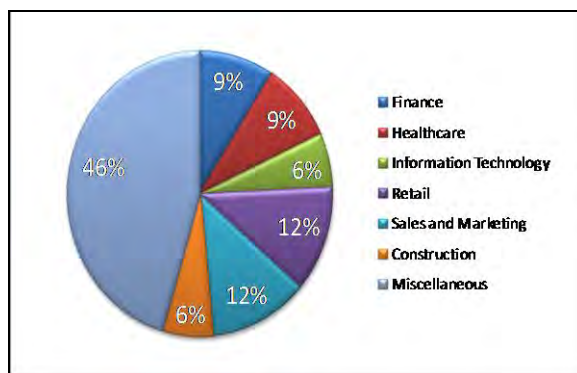


Figure 14. Private industry "Other" category broken out.

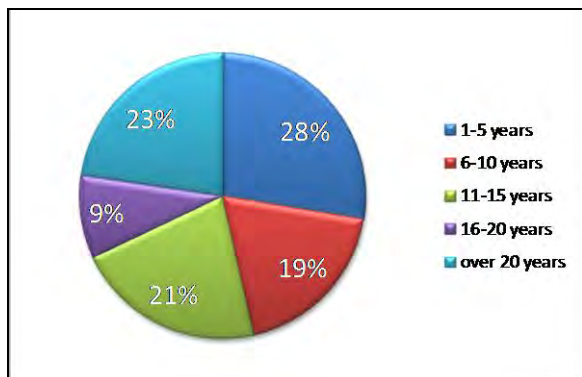


Figure 12. Respondents' shown by years in private industry

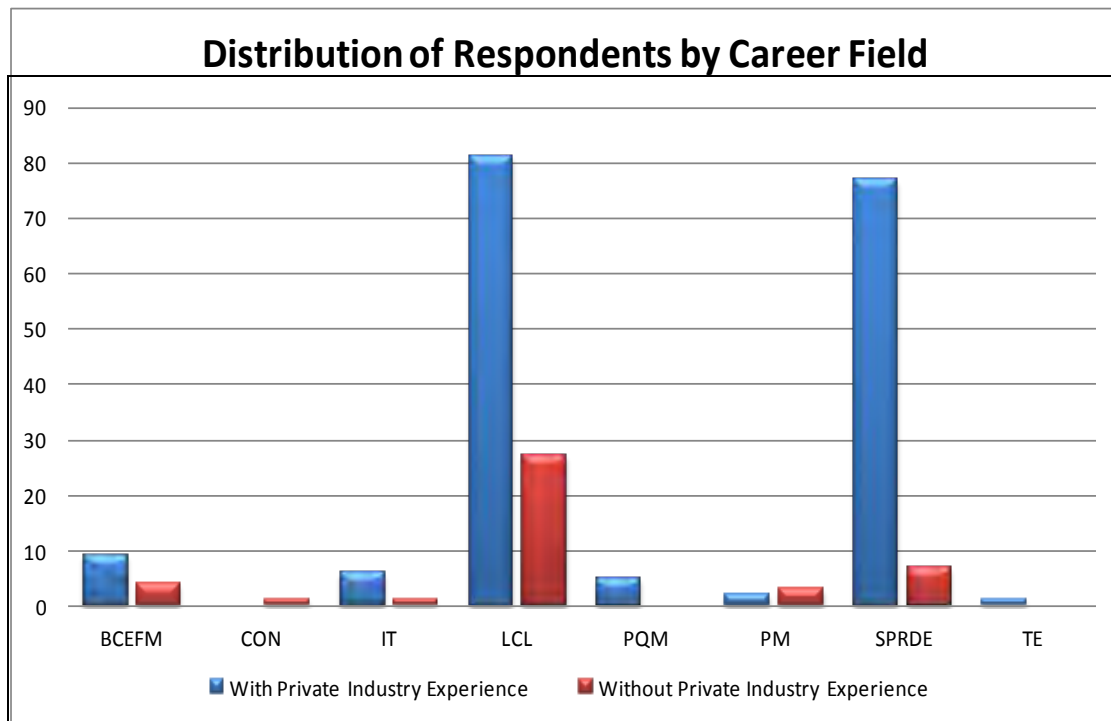


Figure 15. Distribution of respondents shown by career field.

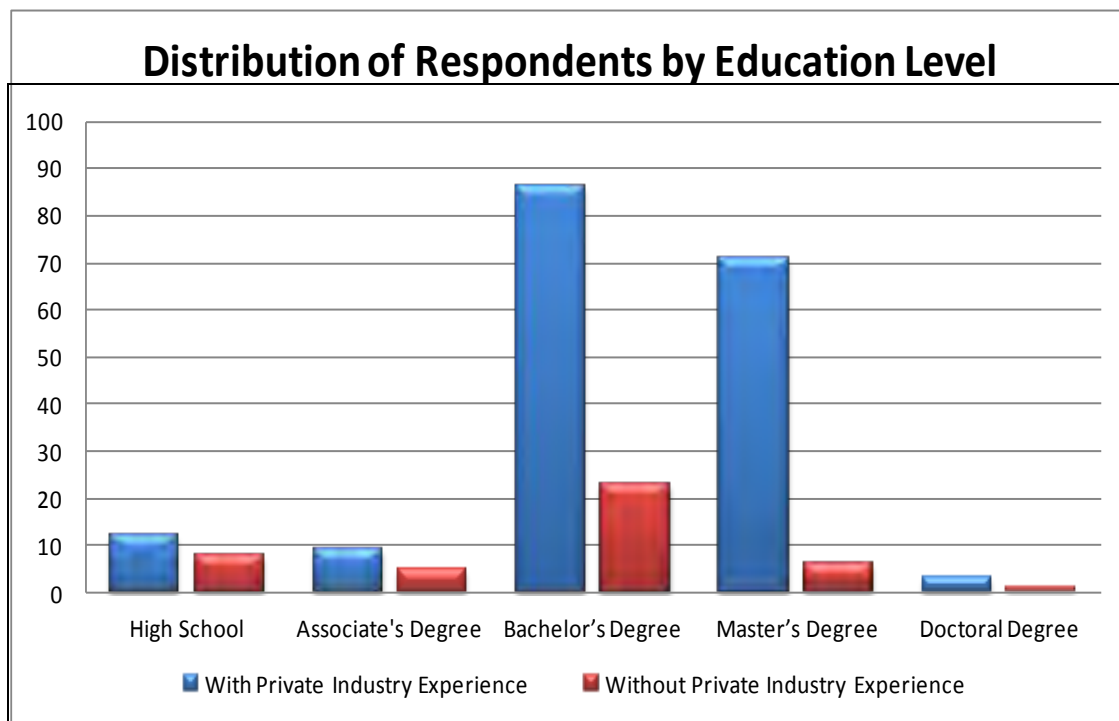


Figure 16. Distribution of respondents shown by education level.

Table 4 shows the sample mean and standard deviation at the 95% confidence level for all respondents to the quantitative questions 12 – 52. As shown in Table 4, the most positive responses are marked in green while the most negative responses are marked in red. The survey respondents are satisfied with their co-workers and feel their job is important to them. However, they also feel that there are too few options to leaving the Army and would feel guilty about doing so.

*Table 4. Descriptive Statistics for Questions 12 – 52 for all Respondents*

Question Number	Question (1 – Disagree Strongly; 4 – Neutral; 7 – Agree Strongly)	Mean	Standard Deviation
12	I am generally satisfied with this job.	5.33	1.50
13	Many of the things I have to do on this job seem to be meaningless or a waste of time. [R]	4.64	1.83
14	The work I do on this job is important to me.	5.78	1.44
15	I am generally satisfied with the type of work I do in this job.	5.31	1.49
16	The amount of job security.	5.28	1.32
17	How secure things look for me in the future in the Army	4.81	1.54
18	Future promotion opportunities.	4.50	1.58
19	The recognition I get for my work.	4.83	1.55
20	The amount of challenge in my job.	5.02	1.60
21	The amount of personal growth and development I get from the Army.	5.13	1.50
22	The amount of independent thinking/action with my job.	5.28	1.52
23	The amount of pay.	5.06	1.56
24	The level of benefits (vacation, health care, retirement).	5.80	1.19
25	My coworkers' attitudes toward me.	5.58	1.25
26	My attitude toward coworkers.	5.76	1.14
27	Cooperation and team work in my job.	5.27	1.52
28	My immediate supervisor's support and encouragement.	5.28	1.72
29	My supervisor's review of my performance.	5.36	1.58
30	The overall quality of the supervision I receive in my work.	4.95	1.68
31	The amount of empowerment provided by my supervisor.	5.29	1.54
32	Feelings of worthwhile accomplishment provided by my job.	5.11	1.58
33	Relevance / meaning of my work.	5.34	1.54
34	Physical working conditions.	5.36	1.32
35	I would be very happy to spend the rest of my career with the Army.	5.41	1.58
36	I really feel as if the Army's problems are my own.	4.17	1.62
37	I do not feel a strong sense of "belonging" to the Army.[R]	4.73	1.75

38	I do not feel "emotionally attached" to the Army. [R]	4.64	1.75
39	I do not feel like "part of the family" with the Army. [R]	4.88	1.71
40	The Army has a great deal of personal meaning for me.	5.07	1.60
41	Right now, staying with the Army is a matter of necessity as much as desire.	4.04	1.84
42	It would be very hard for me to leave the Army right now, even if I wanted to.	4.09	1.84
43	Too much of my life would be disrupted if I decided I wanted to leave the Army now.	4.13	1.89
44	I feel that I have too few options to consider leaving the Army.	3.46	1.74
45	If I had not already put so much of myself into the Army, I might consider working elsewhere.	2.97	1.47
46	One of the few negative consequences of leaving the Army would be the scarcity of available alternatives.	4.11	1.77
47	I do not feel any obligation to remain with the Army. [R]	4.53	1.82
48	Even if it were to my advantage, I do not feel it would be right to leave the Army now.	4.10	1.86
49	I would feel guilty if I left the Army now.	3.76	1.85
50	The Army deserves my loyalty.	5.37	1.49
51	I would not leave the Army right now because I have a sense of obligation to the people in it.	4.49	1.78
52	I owe a great deal to the Army.	4.41	1.75

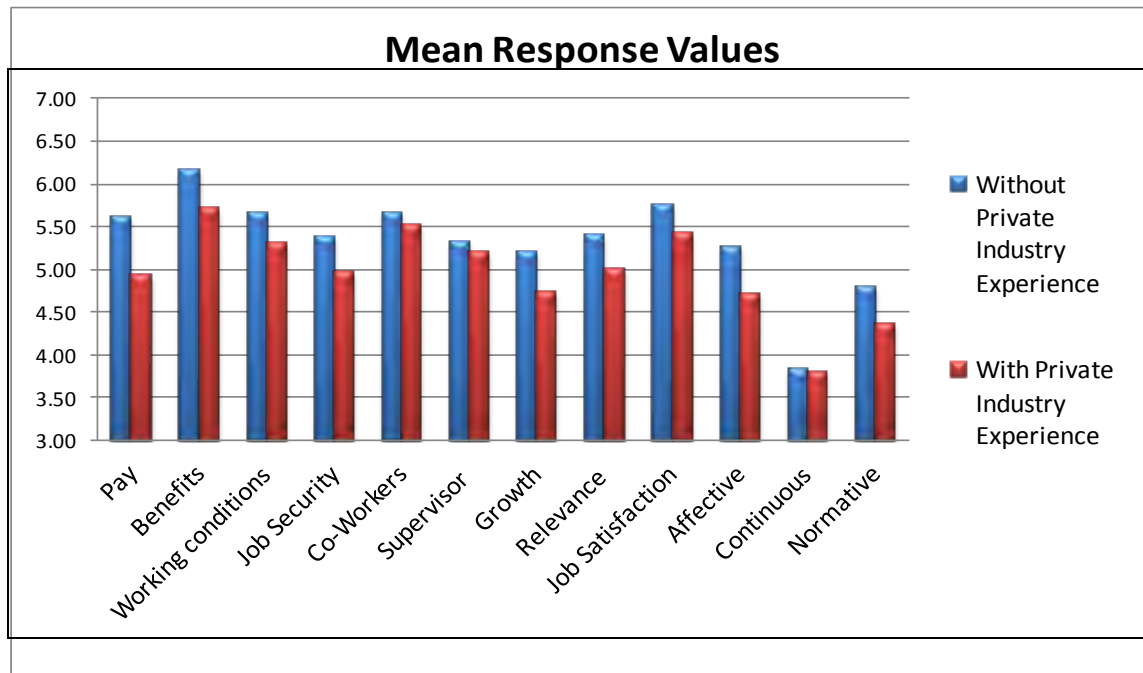
## Correlation Coefficients

A correlation analysis was conducted to insure that only statistically significantly correlated responses were combined. The correlation of the quantitative questions 12-34 was conducted and the responses with a Pearson correlation coefficient greater than 0.66 were noted to have significantly strong correlation (Creswell, 2004). These correlated questions were then combined and used to calculate the mean score for job satisfaction and eight critical factors shown by Jenkins (2008) to affect job satisfaction. The organizational commitment responses were combined based on the Meyer and Allen (2004) OCS. The question responses were combined as shown in Table 5.

*Table 5. Combined Responses - Resultant Variables*

<b>Variable</b>	<b>Question Number</b>
General Job Satisfaction	12, 14, 15
Pay	23
Benefits	24
Job Security	16, 17
Feelings towards Co-Workers	25, 26, 27
Supervisor Support/Satisfaction	28, 29, 30, 31
Growth and Development Opportunities	18, 19, 21
Relevance or Meaning of Job	13, 20, 22, 32, 33
Physical Working Conditions	34
Affective Commitment	35, 36, 37, 38, 39, 40
Continuous Commitment	41, 42, 43, 44, 45, 46
Normative Commitment	47, 48, 49, 50, 51, 52

Each of the variables shown in Table 5 was evaluated and the mean for each variable is shown in Figure 17 for those respondents with and without private industry experience.

*Figure 17. Mean response values for resultant variables.*

A second correlation was conducted among the variables in Table 5 and the results are shown in Table 6. For absolute values from 0.36 to 0.65, a moderate relationship exists, and those are marked in yellow. For absolute values from 0.66 to 0.85 a strong relationship exists, and are marked in green (Creswell, 2004). Based on this correlation analysis for the entire sample, the variable Job Satisfaction is strongly correlated to Relevance or Meaning of the Job. Supervisor Support/Satisfaction is strongly correlated to Growth and Development Opportunities and Relevance or Meaning of the Job. Growth and Development Opportunities is strongly correlated to Relevance or Meaning of the Job. Affective Commitment is strongly correlated to Normative Commitment.

*Table 6. Correlation of Resultant Variables for Entire Sample*

	Pay	Benefits	Physical working conditions.	General Job Satisfaction	Job Security	Feeling toward Co-Workers	Supervisor Support/Satisfaction	Growth and Development Opportunities	Relevance or Meaning of Job	Affective Commitment	Continuous Commitment	Normative Commitment
<b>Pay</b>	1.00											
<b>Benefits</b>	0.42	1.00										
<b>Physical working conditions.</b>	0.21	0.25	1.00									
<b>General Job Satisfaction</b>	0.28	0.15	0.30	1.00								
<b>Job Security</b>	0.24	0.14	0.17	0.19	1.00							
<b>Feeling toward Co-Workers</b>	0.36	0.27	0.38	0.50	0.30	1.00						
<b>Supervisor Support/Satisfaction</b>	0.37	0.14	0.24	0.55	0.36	0.60	1.00					
<b>Growth and Development Opportunities</b>	0.54	0.29	0.39	0.57	0.40	0.57	0.71	1.00				
<b>Relevance or Meaning of Job</b>	0.34	0.17	0.31	0.79	0.28	0.54	0.69	0.67	1.00			
<b>Affective Commitment</b>	0.29	0.36	0.30	0.56	0.14	0.41	0.34	0.49	0.48	1.00		
<b>Continuous Commitment</b>	0.23	0.36	0.12	0.08	(0.12)	0.04	(0.05)	0.08	0.06	0.28	1.00	
<b>Normative Commitment</b>	0.29	0.35	0.34	0.46	0.07	0.33	0.32	0.45	0.38	0.78	0.45	1.00



## Hypotheses Testing

**(H<sub>01</sub>):** There is no difference in job satisfaction between AT&L associates hired within the last five years with and without private industry experience.

The results for testing H<sub>01</sub> are shown in Table 7 below, using a two-tailed Z test at a significance level of 0.05. The p-value of 0.10 is not statistically significant thus, the hypothesis H<sub>01</sub> cannot be rejected; there is no statistically significant difference in job satisfaction between AT&L associates, with and without, private industry experience.

*Table 7. Hypothesis H<sub>01</sub> Z Test Statistics*

Alpha ( $\alpha$ )	Z-Statistic Calculated	p- value	Critical Z value	Mean for “with Private Industry Experience”	Mean for “without Private Industry Experience”
0.05	-1.65	0.10	1.99	5.41	5.74

**(H<sub>02</sub>):** There is no difference in organizational commitment between AT&L associates hired within the last five years with and without private industry experience.

The results for testing H<sub>02</sub> are shown in Table 8 below, using a two-tailed Z test at a significance level of 0.05. The p-values are shown for the three components of organizational commitment.

For Affective Commitment, since,  $p (0.006) < \alpha (0.05)$ , the H<sub>02</sub> hypothesis is rejected for this component. Thus, we conclude that there is a difference in affective commitment between AT&L associates, with and without, private industry experience.

For Continuous Commitment, since,  $p (0.75) > \alpha (0.05)$ , the H<sub>02</sub> hypothesis cannot be

rejected for this component. Thus, we conclude that there is no difference in continuous commitment between AT&L associates, with and without, private industry experience.

For Normative Commitment, since,  $p (0.046) < \alpha (0.05)$ , the  $H_{02}$  hypothesis is rejected for this component. Thus, we conclude that there is a difference in normative commitment between AT&L associates, with and without, private industry experience.

*Table 8.* Hypothesis  $H_{02}$  Z Test Statistics

Organizational Commitment Component	Alpha ( $\alpha$ )	Z-Statistic Calculated	p-value	Critical Z value	Mean for “with Private Industry Experience”	Mean for “without Private Industry Experience”
Affective	0.05	-2.84	0.006 *	1.99	4.71	5.25
Continuous	0.05	-0.32	0.75	1.99	3.79	3.84
Normative	0.05	-2.03	.046 *	1.99	4.36	4.79

( $H_{03}$ ): There is no difference in the critical factors that affect job satisfaction for AT&L associates hired within the last five years with and without private industry experience.

Using a two-tailed Z test at a significance level of 0.05, the calculated P-values are shown for the critical factors in *Table 9*. Physical working conditions, co-workers, and supervisor satisfaction/support had P-values  $> \alpha$ ; therefore we fail to reject the hypothesis that these factors affect job satisfaction differently for those with and without private industry experience. However, pay, benefits, growth opportunities, and job relevance have p-values  $< \alpha$ ; therefore the hypothesis is rejected for these factors. Additionally, the p-value of 0.053 for job security was very close to the  $\alpha$  of 0.05; indicating that there is a very small difference in job security for

those with and without private industry experience.

The conclusion is that pay, benefits, growth opportunities, job relevance and job security affect job satisfaction differently for employees with private industry experience. From the higher sample means for the employees without private industry experience, it can be seen that these factors are more important to job satisfaction for these employees than those with private industry experience.

*Table 9. Hypothesis H<sub>03</sub> Z Test Statistics*

Critical factors	Alpha ( $\alpha$ )	Z-Statistic Calculated	p-value	Critical Z value	Mean for “with Private Industry Experience”	Mean for “without Private Industry Experience”
Amount of Pay	0.05	-3.17	0.002 *	1.99	4.93	5.60
Level of Benefits	0.05	-2.90	0.005 *	1.98	5.71	6.16
Physical Working Conditions	0.05	-1.87	0.07	1.99	5.29	5.65
Job Security	0.05	-1.96	0.053 *	1.99	4.97	5.38
Co-Workers	0.05	-0.90	0.37	1.99	5.51	5.66
Supervisor Satisfaction/Support	0.05	-0.58	0.57	1.99	5.19	5.32
Growth Opportunities	0.05	-2.46	0.02 *	1.99	4.73	5.21

Relevance of Job	0.05	-2.17	0.03 *	1.99	5.00	5.40
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(H<sub>04</sub>): There is no relationship between the level of job satisfaction and the level of organizational commitment for AT&L associates hired within the last five years with and without private industry experience.

Figures 18-23 show scatter plots of the job satisfaction variable and the three components of organizational commitment for those with and without private industry experience.

It is clear from the scatter plots below and the correlation analysis, that there is a relationship between the level of job satisfaction and the levels of affective and normative organizational commitment. Using a linear regression analysis, the  $R^2$  values of each scatter plot were determined. The  $R^2$  values show us that approximately 27 % of the variability in affective commitment can be explained through changes in job satisfaction for those respondents without private industry experience. Also, for those respondents with private industry experience, approximately 31 % of the variability in affective commitment can be explained through changes in job satisfaction. For normative commitment, the variability is approximately 15 % and 21 % for those with and without private industry experience, respectively. For continuous commitment, the variability is 1.4 % and 0 % for those with and without private industry experience, respectively.

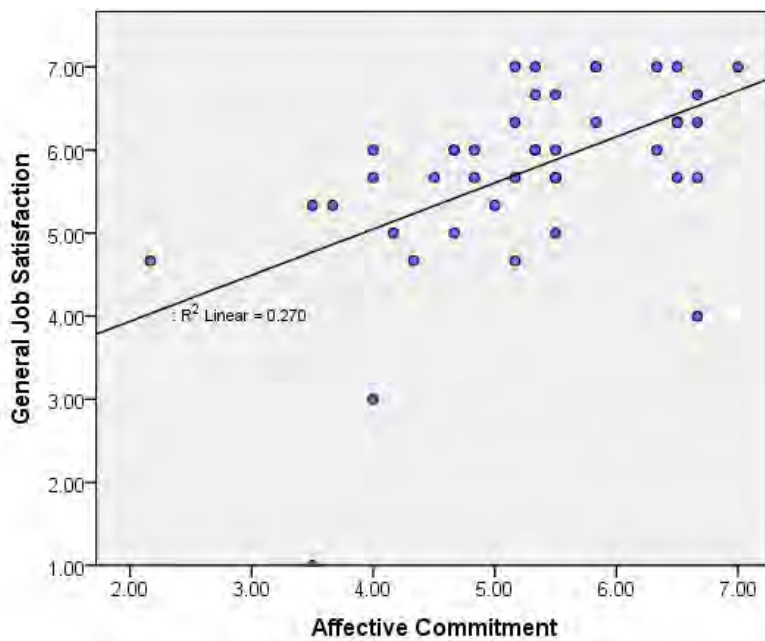


Figure 18. Scatter plot of job satisfaction versus affective commitment for those without private Industry experience.

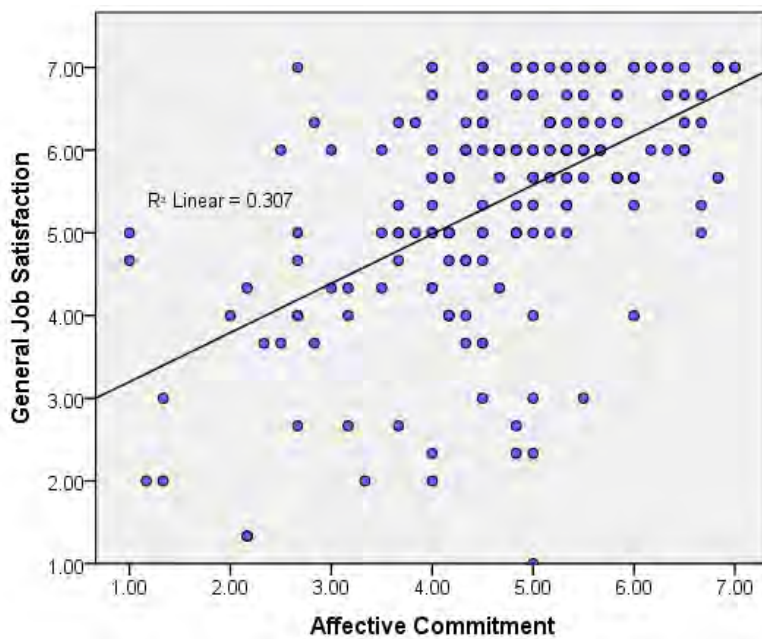


Figure 19. Scatter plot of job Satisfaction versus affective commitment for those with private industry experience.

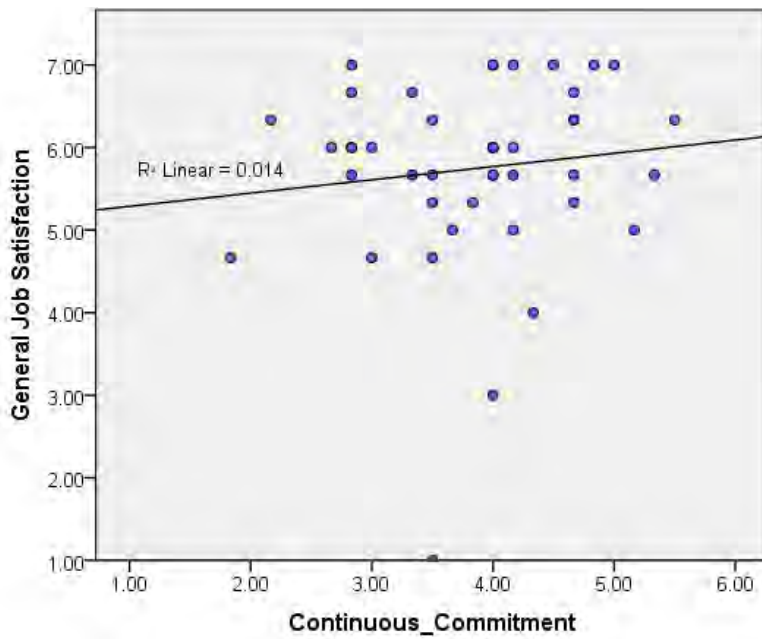


Figure 20. Scatter plot of job satisfaction versus continuous commitment for those without private industry experience.

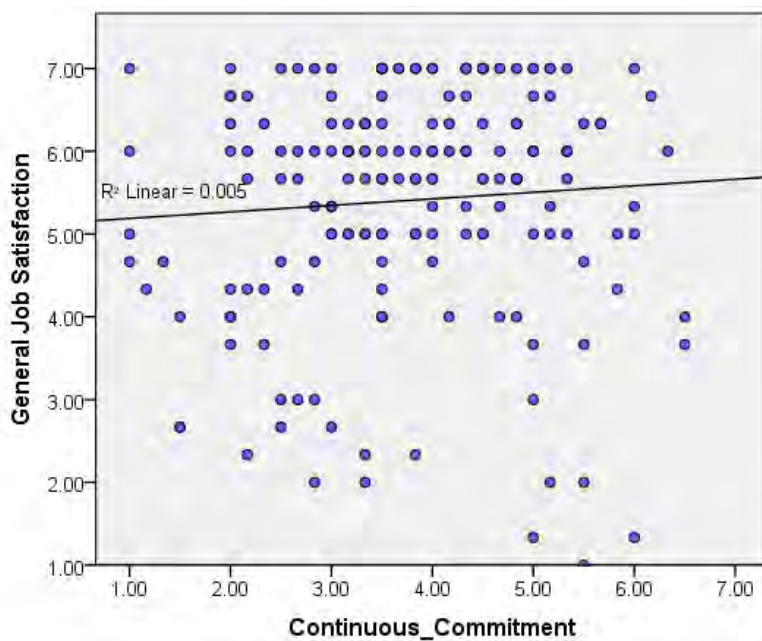


Figure 21. Scatter plot of job satisfaction versus continuous commitment for those with private industry experience.

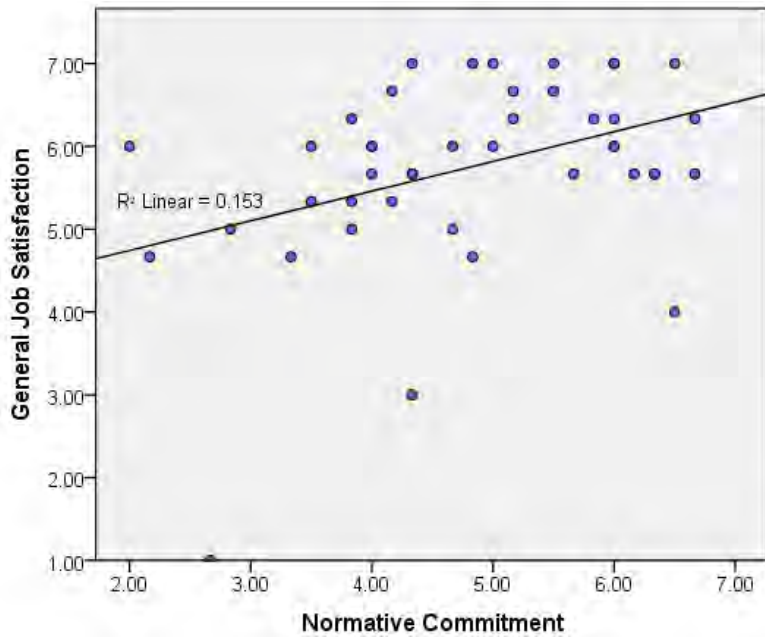


Figure 22. Scatter plot of job satisfaction versus normative commitment for those without private industry experience.

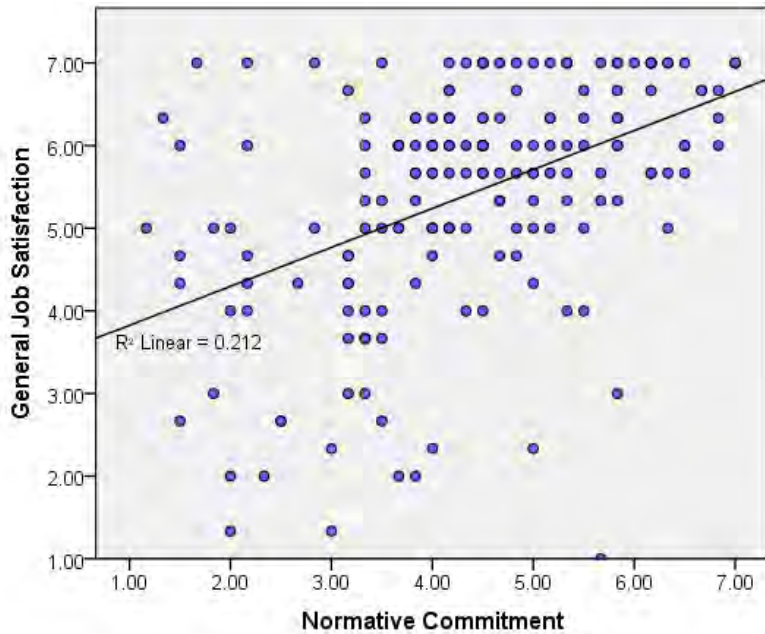


Figure 23. Scatter plot of job satisfaction versus normative commitment for those with private industry experience.

Table 10 and Table 11 show the correlations of job satisfaction, affective, continuous, and normative commitment for those respondents with and without private industry experience. Additionally, the correlations for the entire sample shown in Table 6 support the conclusion that job satisfaction and affective and normative commitment are moderately correlated (Creswell, 2004).

*Table 10.* Correlation Table for Respondents Without Private Industry Experience

<b>Without Private Industry Experience</b>	General Job Satisfaction	Affective Commitment	Continuous Commitment	Normative Commitment
General Job Satisfaction	1.00			
Affective Commitment	0.52	1.00		
Continuous Commitment	0.12	0.30	1.00	
Normative Commitment	0.39	0.64	0.52	1.00

*Table 11.* Correlation Table for Respondents With Private Industry Experience

<b>With Private Industry Experience</b>	General Job Satisfaction	Affective Commitment	Continuous Commitment	Normative Commitment
General Job Satisfaction	1.00			
Affective Commitment	0.55	1.00		
Continuous Commitment	0.07	0.28	1.00	
Normative Commitment	0.46	0.80	0.44	1.00

The scatter plots and the correlation tables above show a statistically significant relationship between the level of job satisfaction and the levels of affective organizational commitment. Therefore, we reject the hypothesis for affective commitment. We conclude that there is a statistically significant difference between the level of job satisfaction and the level of affective organizational commitment for AT&L associates hired within the last five years with and without private industry experience.



For continuous commitment, we fail to reject the null hypothesis. The absolute value of the correlation coefficient ranges from 0.0 to 0.2, therefore no relationship exists (Creswell, 2004). We conclude that there is no difference in the relationships between the level of job satisfaction and the level of continuous organizational commitment for AT&L associates hired within the last five years with and without private industry experience.

For normative commitment, there is a statistically significant relationship with job satisfaction based upon the scatter plots and the correlation coefficients. Therefore, we reject the null hypothesis for normative commitment. We conclude that there is a statistically significant difference in the relationship between the level of job satisfaction and the level of normative organizational commitment for AT&L associates hired within the last five years with and without private industry experience.

**(H<sub>05</sub>):** There is no difference in job satisfaction among AT&L associates hired within the last five years with and without private industry experience because of differences in age, grade level, or education level.

The numerical responses corresponding to the demographic responses of age, grade level, and education level are shown in Table 12. The mean and standard deviation for the entire sample and those respondents with and without private industry experience is shown in *Table 13*.

*Table 12.* Demographic Responses and Corresponding Numerical Values

Age	Numerical Value	Grade Level	Numerical Value	Education Level	Numerical Value
Prior to 1946	1	GS-07 to GS-08	1	High School	1
1946 - 1964	2	GS-09 to GS-11	2	Associate's Degree	2
1965 - 1980	3	GS-12 to GS-13	3	Bachelor's Degree	3
1981 or after	4	GS-14 to GS-15	4	Master's Degree	4
				Doctoral Degree	5

*Table 13.* Mean and Standard Deviations for the Demographic Factors

Demographic Factors	Entire Sample		Without PI Exp		With PI Exp	
	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Age	3.0	0.8	3.3	0.8	2.9	0.8
Grade Level	2.6	0.6	2.4	0.7	2.6	0.5
Education Level	3.1	0.9	2.7	1.0	3.2	0.8

Figures 24-26 show job satisfaction versus the age, grade level, and education level for those with and without private industry experience. Table 14 shows the ANOVA for job satisfaction for age, grade level, and education level for those with and without private industry experience. The age group born prior to 1946 was removed from the ANOVA because there was only one response in this category. Table 14 shows that there is only one demographic factor, those born after 1981, that significantly affects job satisfaction for the group with private industry experience.

Since,  $p(0.008) < \alpha(0.05)$ , we reject the null hypothesis and conclude that there is a statistically significant difference in job satisfaction among AT&L associates hired within the last five years with private industry experience due to differences in age. From Table 14, we conclude that only the age group demographic is statistically significant for those with private industry experience. In addition, we cannot reject the null hypotheses, that there is no difference in job satisfaction between AT&L associates, with and without, private industry experience because of differences in grade level or education level.

Looking further into the age groups for those with private industry experience and using a Tukey's HSD (Honestly Significant Difference) test. The researcher found that only the age group born after 1981 was statistically significant, as shown in Table 15.

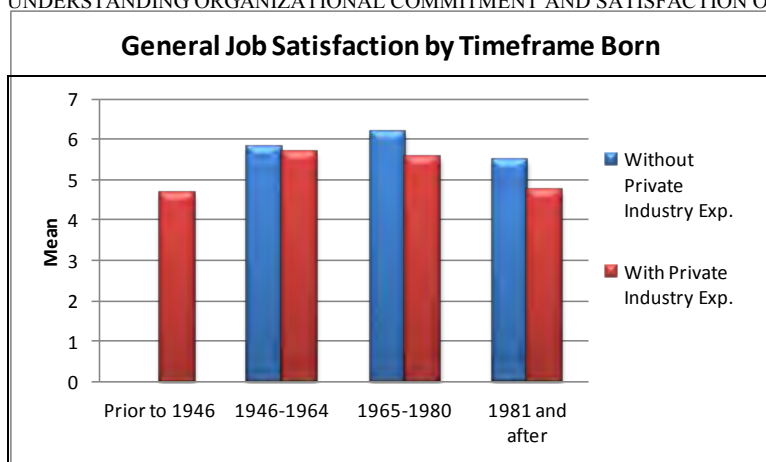


Figure 24. Job satisfaction shown by age group.

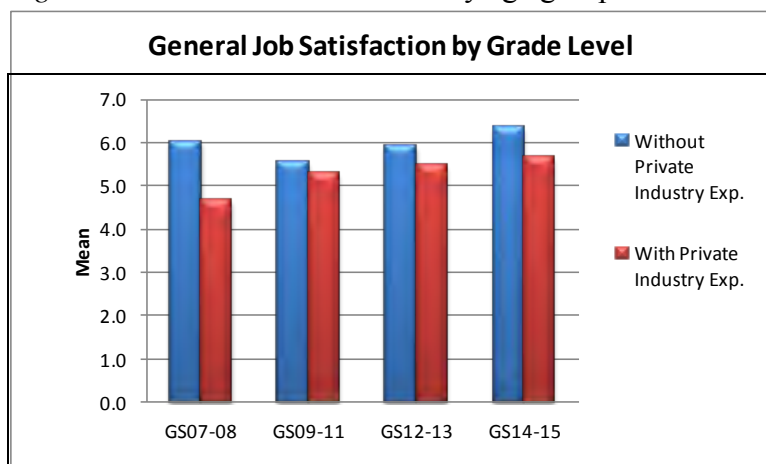


Figure 25. Job satisfaction shown by grade level.

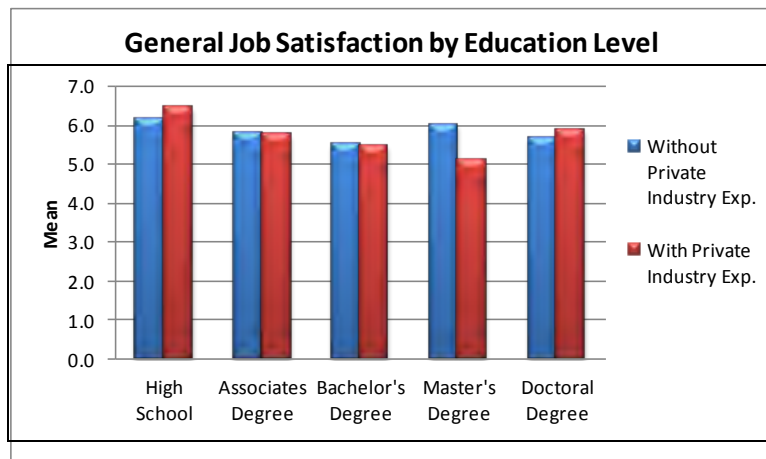


Figure 26. Job satisfaction shown by education level.

Table 14. ANOVA Table of Job Satisfaction

ANOVA - General Job Satisfaction											
		With Private Industry Experience					Without Private Industry Experience				
		Sum of Squares	df	Mean Square	F	p	Sum of Squares	df	Mean Square	F	p
Timeframe Born	Between Groups	17.61	16	1.10	2.16	.008	3.68	10	0.37	0.54	.848
	Within Groups	83.71	164	0.51			21.77	32	0.68		
	Total	101.33	180				25.44	42			
Grade Level	Between Groups	4.56	16	0.28	1.03	.429	2.19	10	0.22	0.34	.962
	Within Groups	45.38	164	0.28			20.41	32	0.64		
	Total	49.93	180				22.60	42			
Education Level	Between Groups	13.69	16	0.86	1.21	.262	5.32	10	0.53	0.45	.909
	Within Groups	115.61	164	0.70			37.75	32	1.18		
	Total	129.30	180				43.07	42			

Table 15. Tukey HSD Test of Job Satisfaction Based on Age (With Private Industry Experience)

Dependent Variable: Job Satisfaction		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
(I) Age Group?	(J) Age Group?				Lower Bound	Upper Bound
1946-1964	1965-1980	.06657	.21145	.947	-.4324	.5655
	1981 and after	.70636*	.23271	.008	.1572	1.2555
1965-1980	1946-1964	-.06657	.21145	.947	-.5655	.4324
	1981 and after	.63978*	.21728	.010	.1271	1.1525
1981 and after	1946-1964	-.70636*	.23271	.008	-1.2555	-.1572
	1965-1980	-.63978*	.21728	.010	-1.1525	-.1271

\*. The mean difference is significant at the 0.05 level.

( $H_{06}$ ): There is no difference in organizational commitment among AT&L associates hired within the last five years with and without private industry experience because of differences in age, grade level, or education level.

Figures 27-35 show the three components of organizational commitment versus the age, grade level, and education level for those with and without private industry experience. Tables 15-17 show the results of the ANOVA tests for affective, continuous, and normative commitment for age, grade level, and education level for those with and without private industry experience. The age group of those born prior to 1946 was removed from the ANOVA because there was only one response in this category. Table 17 shows that there is only one demographic factor that significantly affects continuous organizational commitment for the group with private industry experience; grade level of GS14-15. However, the sample size of the respondents at the GS14-15 level was only three and four, for those with and without private industry experience, respectively. Therefore, although the ANOVA analysis determined significance of this factor, the researcher concludes that the number of respondents was too small to determine significance.

We cannot reject the null hypotheses and conclude that there is no statistically significant difference in affective or normative commitment between AL&T associates, with and without, private industry experience because of differences in age or education level.

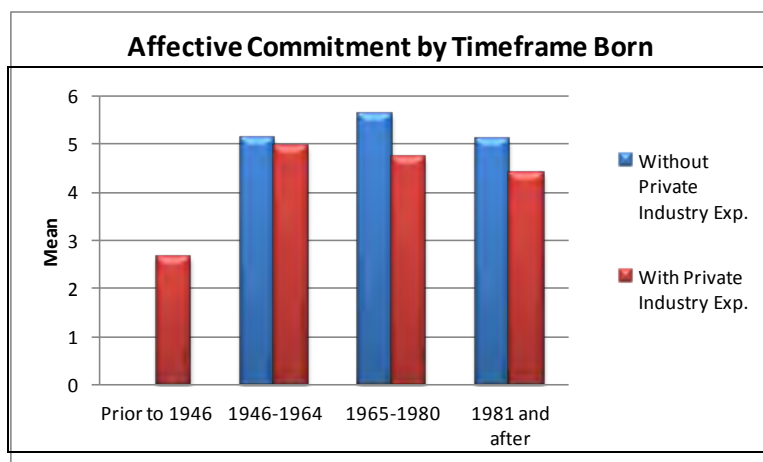


Figure 27. Affective commitment shown by age group.

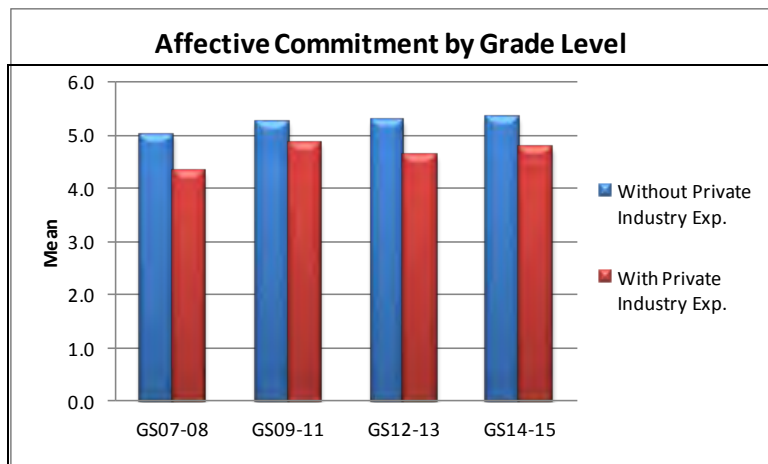


Figure 28. Affective commitment shown by grade level.

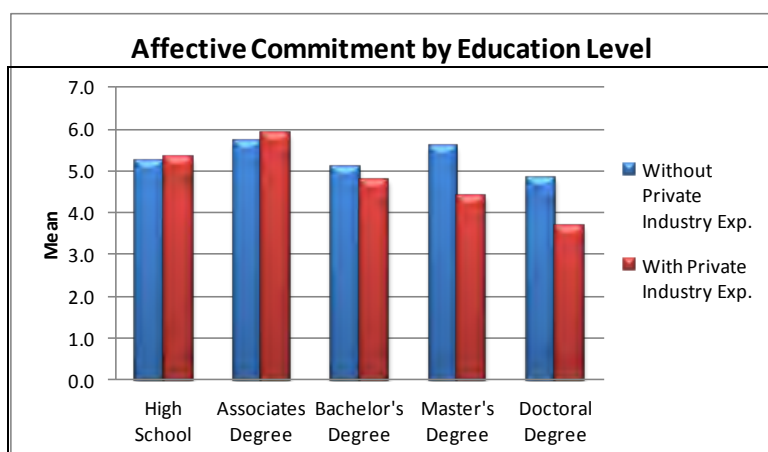


Figure 29. Affective commitment shown by education level.

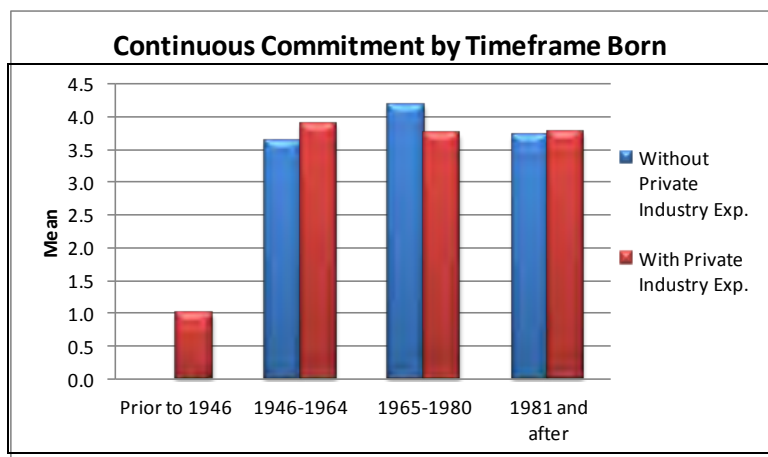


Figure 30. Continuous commitment shown by age group.

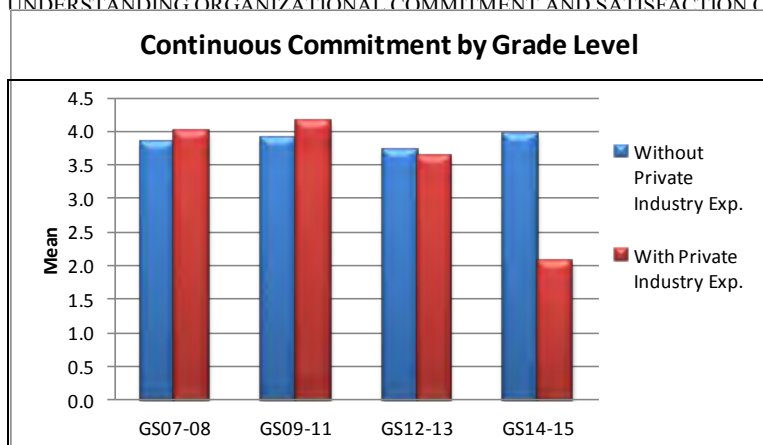


Figure 31. Continuous commitment shown by grade level.

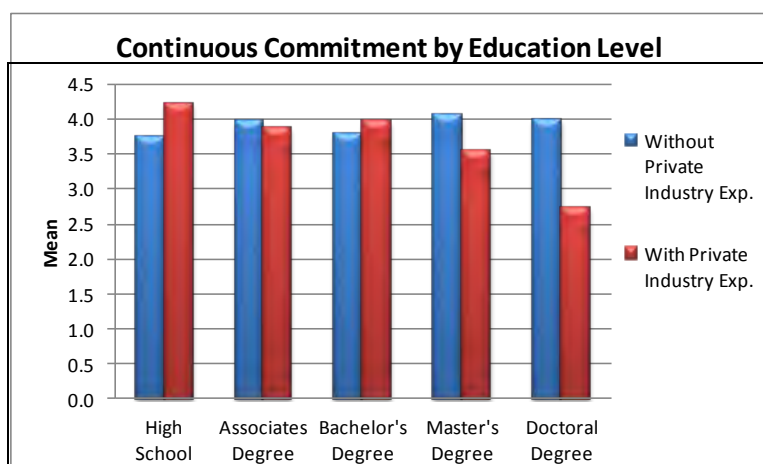


Figure 32. Continuous commitment shown by education level.

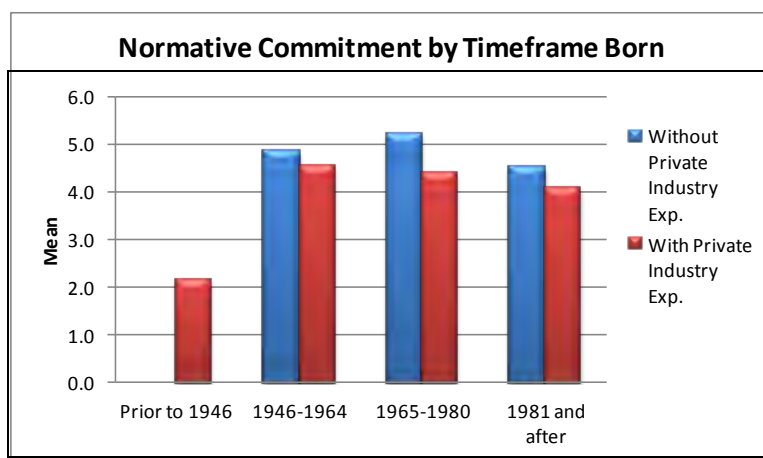


Figure 33. Normative commitment shown by age group.

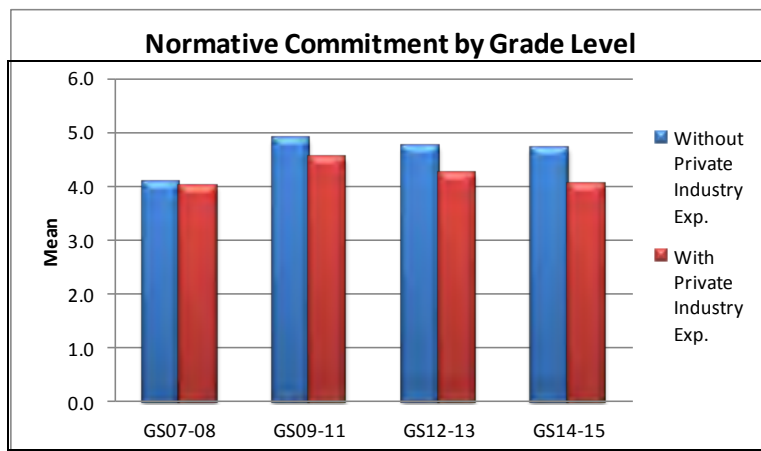


Figure 34. Normative commitment shown by grade level.

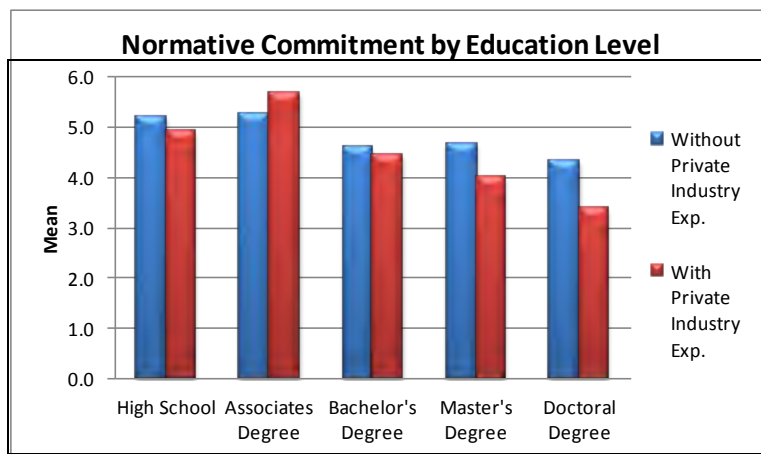


Figure 35. Normative commitment shown by education level.

Table 16. ANOVA Table for Affective Commitment

		With Private Industry Experience					Without Private Industry Experience				
		Sum of Squares	df	Mean Square	F	p	Sum of Squares	df	Mean Square	F	p
Age	Between Groups	17.85	33	0.54	0.95	.548	7.89	17	0.46	0.66	.809
	Within Groups	83.48	147	0.57			17.55	25	0.70		
	Total	101.33	180				25.44	42			
Grade Level	Between Groups	9.37	33	0.28	1.03	.435	8.82	17	0.52	0.94	.542
	Within Groups	40.56	147	0.28			13.78	25	0.55		
	Total	49.93	180				22.60	42			
Education Level	Between Groups	25.82	33	0.78	1.11	.327	21.82	17	1.28	1.51	.170
	Within Groups	103.48	147	0.70			21.25	25	0.85		
	Total	129.30	180				43.07	42			



Table 17. ANOVA Table for Continuous Commitment

		With Private Industry Experience					Without Private Industry Experience				
		Sum of Squares	df	Mean Square	F	p	Sum of Squares	df	Mean Square	F	p
Age	Between Groups	22.77	31	0.73	1.39	.099	9.32	18	0.52	0.77	.712
	Within Groups	78.55	149	0.53			16.13	24	0.67		
	Total	101.33	180				25.44	42			
Grade Level	Between Groups	12.58	31	0.41	1.62	.031	9.05	18	0.50	0.89	.594
	Within Groups	37.35	149	0.25			13.55	24	0.56		
	Total	49.93	180				22.60	42			
Education Level	Between Groups	20.61	31	0.66	0.91	.605	16.07	18	0.89	0.79	.689
	Within Groups	108.69	149	0.73			27.00	24	1.13		
	Total	129.30	180				43.07	42			

Table 18. ANOVA Table for Normative Commitment

		With Private Industry Experience					Without Private Industry Experience				
		Sum of Squares	df	Mean Square	F	p	Sum of Squares	df	Mean Square	F	p
Age	Between Groups	23.99	35	0.69	1.29	.155	11.83	21	0.56	0.87	.625
	Within Groups	77.34	145	0.53			13.62	21	0.65		
	Total	101.33	180				25.44	42			
Grade Level	Between Groups	10.97	35	0.31	1.17	.262	8.99	21	0.43	0.66	.826
	Within Groups	38.97	145	0.27			13.62	21	0.65		
	Total	49.93	180				22.60	42			
Education Level	Between Groups	25.96	35	0.74	1.04	.419	16.60	21	0.79	0.63	.853
	Within Groups	103.35	145	0.71			26.47	21	1.26		
	Total	129.30	180				43.07	42			

## Open-Ended Questions

There were seven open-ended questions in the survey.

1. What are the most important factors determining your job satisfaction?

2. What are the most important factors determining your commitment to the US Army?
3. What factors have the most positive impact on your level of job satisfaction?
4. What factors have the most negative impact on your level of job satisfaction?
5. What factors have the most positive impact on your level of commitment to the US Army?
6. What factors have the most negative impact on your level of commitment to the US Army?
7. What are the most important actions the Army can take to improve job satisfaction?

Each question was optional for the respondents. The responses are listed in Appendix F. Figures 36-42, show the number of responses for each of the seven questions. The researcher coded each of the responses and related them to critical workplace factors and calculated the number of responses for each of these factors. Although a single question's response may have had two or more factors listed, the factor listed first was counted as the response.

Figure 36 shows what the respondents felt were the most important factors determining their job satisfaction. Relevance of the work was by far the most important factor with the least important being flexible work hours. Figure 37 shows what the respondents felt was their most important factor in determining their commitment to the Army. Again, the relevance of the work was over and above any of the other factors.

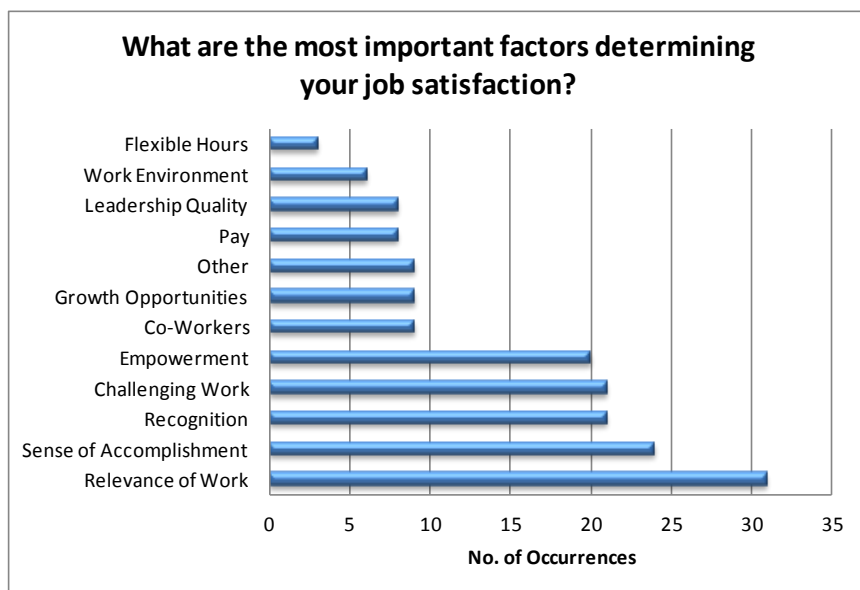


Figure 36. Open-ended responses to question 1.

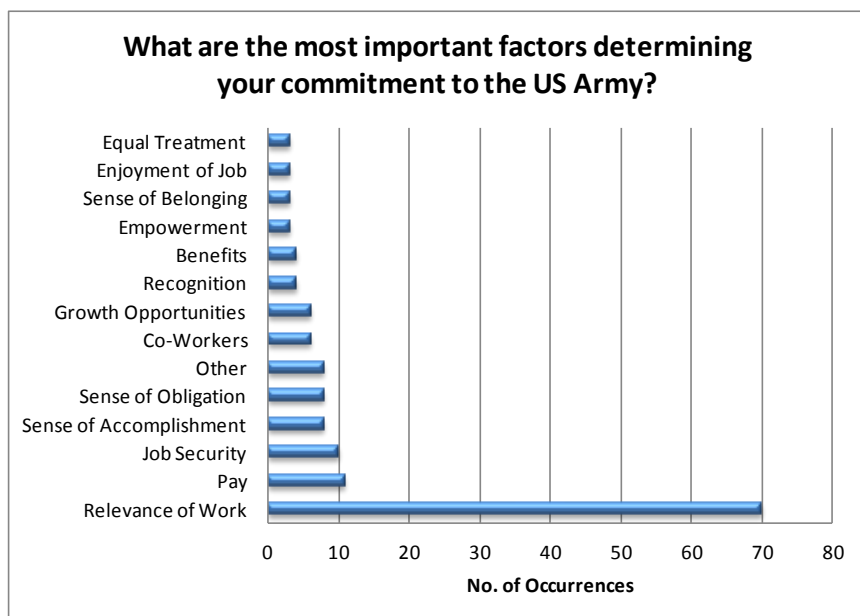


Figure 37. Open-ended responses to question 2.

Figure 38 shows the factors respondents felt had the most positive impact on their level of job satisfaction. Here, relevance of work is again the most important factor with the least

important being job security. Figure 39 shows those factors that have the most negative impacts on job satisfaction. The quality of leadership is the most important, and pay is the least important.

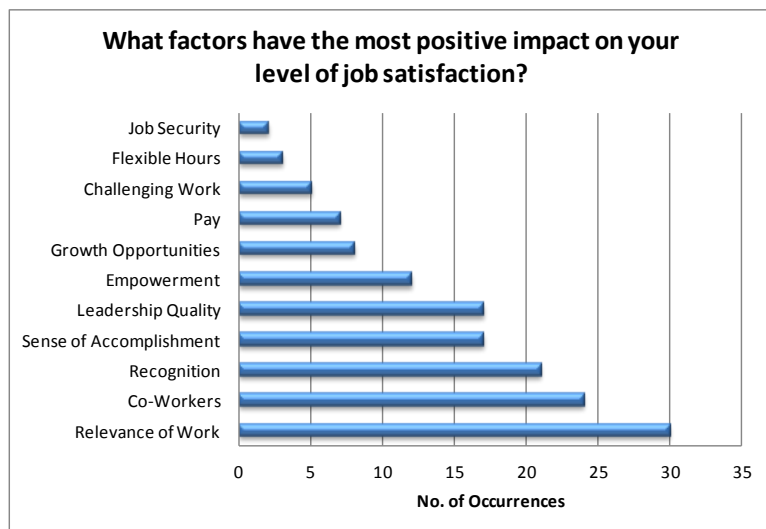


Figure 38. Open-ended responses to question 3.

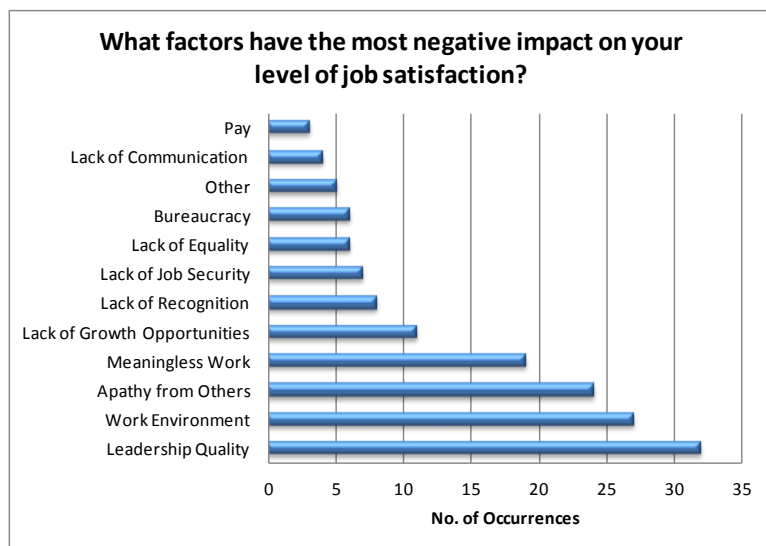


Figure 39. Open-ended responses to question 4.

Figure 40 shows the factors respondents felt had the most positive impact on their level of commitment to the Army. The most important factor was, again, the relevance of the work.

The least important were co-workers and job security. Figure 41 shows the factors respondents felt had the most negative impact on their level of commitment to the Army. The most important factors were lack of leadership quality and lack of growth and development opportunities. The factor with the least negative impact was teamwork. It is interesting to note that bureaucracy, apathy from others, lack of equality, and wastefulness are factors that were not revealed in the literature search as being factors affecting organizational commitment.

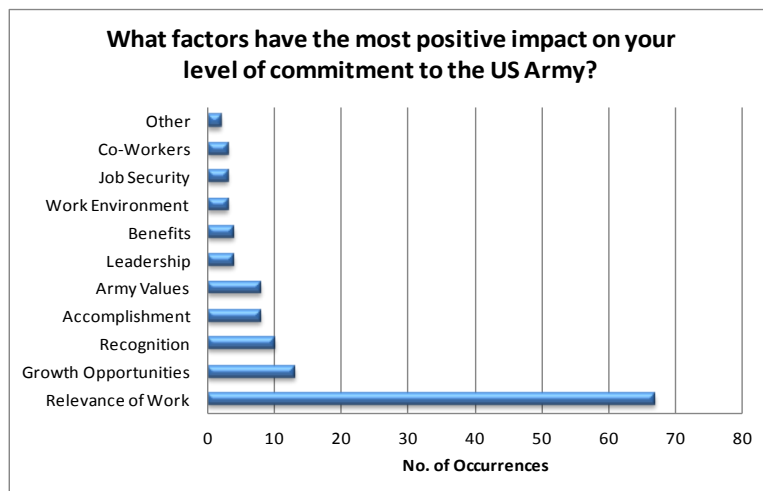


Figure 40. Open-ended responses to question 5.

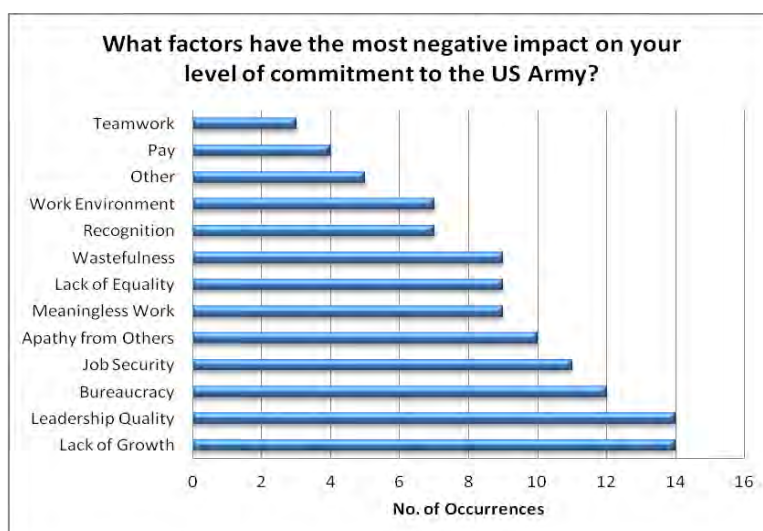


Figure 41. Open-ended responses to question 6.

Figure 42 shows what the respondents felt the Army could do to improve job satisfaction. The most important factor was improving the quality of leadership followed by increasing the accountability of associates. Several of the suggestions will help senior leaders develop programs that will increase job satisfaction.

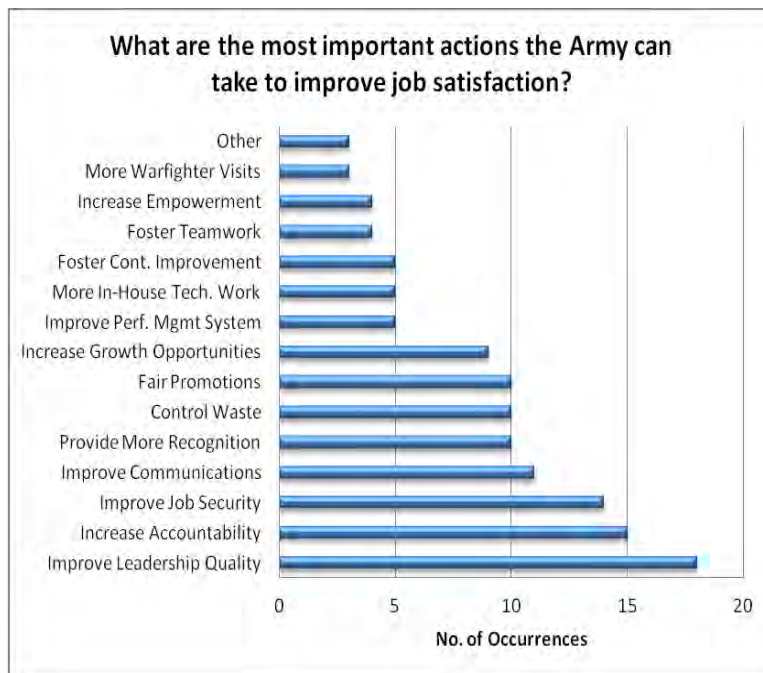


Figure 42. Open-ended responses to question 7.

## Summary

This chapter presented the results of the survey. The chapter began with revisiting the statement of purpose, research questions, and hypotheses presented in Chapter 1. Next, descriptive statistics for the sample were presented, and the six hypotheses were tested using statistical analysis. The last section described the thematic approach to the open-ended questions and presented a summary of the responses. The conclusions drawn from the analysis in this chapter will be presented in Chapter 5, Conclusions and Recommendations.

## **Chapter 5 – Conclusions and Recommendations**

### **Introduction**

Southeastern Michigan is the center of the automotive industry. The largest automakers in the United States and Canada, Ford, General Motors and Chrysler, are centrally located in this region. Beginning around 2005, the economy of Southeast Michigan began a downturn; many of the automotive and automotive suppliers began laying off employees. This resulted in a dramatic increase in the unemployment rates for the Detroit metropolitan area, reaching an all time high of 15.7% in July of 2009 (U.S. Department of Labor, 2011).

During the downturn in the automotive sector, TACOM hired over 1,300 new employees. These employees came from automotive OEMs, automotive suppliers, defense contractors, retail, information technology and other sectors of the economy. Many of these new employees came to TACOM with a wealth of knowledge and experience. A critical issue facing TACOM is how to retain these valuable associates when the economy in Southeastern Michigan recovers. Replacing experienced employees is both expensive and time consuming. Losing their technical expertise and knowledge is both a financial and a capability loss.

The purpose of this study is to determine if employees hired in the last five years from private industry have unique characteristics that need to be understood to develop strategies for retaining them as the economy improves. Specifically, this study compares levels of job satisfaction and organizational commitment among Acquisition, Technology, and Logistics (AT&L) associates at TACOM hired within the last five years, with and without private industry experience. The study also examines the factors responsible for any differences in job satisfaction and organizational commitment between these two groups. Because job satisfaction and organizational commitment are critical to retaining employees, understanding these

differences and the factors responsible for them provide the foundation for effective retention policies.

This chapter contains the findings and implications, recommendations, and suggestions for future research based upon the historical literature and findings from this research study. The chapter also contains the limitations of this research and conclusions by the researcher.

## **Findings and Implications**

The findings for each hypothesis and the implications to management are discussed in this section. There were five research questions related to job satisfaction, organizational commitment and employee retention directing this study:

- (1) Is there a difference in the job satisfaction of AT&L associates hired within the last five years with and without private industry experience?
- (2) Is there a difference in the organizational commitment of AT&L associates hired within the last five years with and without private industry experience?
- (3) What are the critical factors that affect job satisfaction for AT&L associates hired within the last five years with and without private industry experience?
- (4) Is there a relationship between the level of job satisfaction and organizational commitment of AT&L associates hired within the last five years with and without private industry experience?
- (5) Do demographic factors such as age, education and grade level affect the job satisfaction and organizational commitment of AT&L associates hired within the last five years with and without private industry experience?

The six hypotheses tested as part of this research were:

- (H<sub>01</sub>): There is no difference in job satisfaction between AT&L associates hired



within the last five years with and without private industry experience.

- (H<sub>02</sub>): There is no difference in organizational commitment between AT&L associates hired within the last five years with and without private industry experience.
- (H<sub>03</sub>): There is no difference in the critical factors that affect job satisfaction for AT&L associates hired within the last five years with and without private industry experience.
- (H<sub>04</sub>): There is no relationship between the level of job satisfaction and the level of organizational commitment for AT&L associates hired within the last five years with and without private industry experience.
- (H<sub>05</sub>): There is no difference in job satisfaction among AT&L associates hired within the last five years with and without private industry experience because of differences in age, grade level, or education level.
- (H<sub>06</sub>): There is no difference in organizational commitment among AT&L associates hired within the last five years with and without private industry experience because of differences in age, grade level, or education level.

The first research question is addressed by hypothesis H<sub>01</sub>. Research questions 2-4 are addressed by hypotheses H<sub>02</sub>-H<sub>04</sub>, respectively. Research question 5 is addressed by hypotheses H<sub>05</sub> and H<sub>06</sub>. Research question 3 is also addressed in the qualitative analysis of the open-ended questions. The findings for each of the hypotheses are discussed below in detail.

*(H<sub>01</sub>) There is no difference in job satisfaction between AT&L associates hired within the last five years with and without private industry experience. Job satisfaction is defined as*

“simply how people feel about their jobs and different aspects of their jobs” (Spector, 1997).

Job satisfaction was an average score of the following survey questions:

- I am generally satisfied with this job.
- The work I do on this job is important to me.
- I am generally satisfied with the type of work I do in this job.

The mean scores for those with and without private industry experience were 5.41 and 5.74, respectively, with the entire sample mean of 5.47 on a 7 point scale. The findings from the Z test determined that there is no difference in job satisfaction between AT&L associates hired within the last five years with and without private industry experience. Therefore, one can conclude that job satisfaction is similar between the two groups. The implications of this is that both groups are equally satisfied with working for TACOM.

*(H<sub>02</sub>) There is no difference in organizational commitment between AT&L associates hired within the last five years with and without private industry experience.* Organizational commitment is “is a psychological state that (a) characterizes the employee’s relationship with the organization, and (b) has implications for the decision to continue membership in the organization” (Meyer & Allen, 1997) (p.11). It is comprised of three separate components affective, continuous, and normative commitment. The data analysis looked at each of the three components separately.

Affective commitment refers to the employee’s positive emotional attachment to the organization. Using a two-tailed Z test at a significance level of 0.05, the p-value for affective commitment was statistically significant and the H<sub>02</sub> hypothesis was rejected for this component. We concluded that there is a difference in affective commitment between AT&L associates, with and without, private industry experience. The means for those with and without private industry

experience were 4.7 and 5.3, respectively. The mean for the sample was 5.25 on a 7-point scale. We conclude that employees who did not come from private industry are more committed positively to the organization. Looking at Maslow's Hierarchy, we can say that those respondents who did not come from private industry are more self-actualized and those lower level needs are being satisfied.

Continuance commitment refers to an employee's desire to stay with an organization due to the high economic and social costs of leaving. For Continuous Commitment, the  $H_{02}$  null hypothesis could not be rejected. Thus, we concluded that there is no difference in continuous commitment between AT&L associates, with and without, private industry experience. However, it is good to note that the mean for the entire sample and those with and without private industry experience is 3.8 on a 7-point scale. This indicates that there is not a strong desire to stay with TACOM due to economic concerns.

Normative commitment refers to the employees' perceived feelings of obligation to remain with the organization. For Normative Commitment, the  $H_{02}$  null hypothesis is rejected. Thus, we conclude that there is a difference in normative commitment between AT&L associates, with and without, private industry experience. The means for those with and without private industry experience were 4.4 and 4.8, respectively. The mean for the sample was 4.8 on a 7-point scale. Therefore, the researcher concludes that employees without private industry experience feel more obligated to remain with TACOM and have a greater sense of belonging. This is consistent with the higher affective commitment shown by those without private industry experience; the sense of belonging is being satisfied for those without private industry experience.

The implications of these findings can be related to the conceptual model in Chapter 1,

Figure 2. Although there was no difference for continuance commitment, the overall mean of 3.8, shows that neither group was particularly committed to stay due to economic reasons. For both normative and affective commitment, the differences between the means begin to diverge, as shown in Figure 43. Normative and affective commitment are perceived differently by the two groups. In order to move up on Maslow's Hierarchy, and make a positive improvement in both normative and affective commitment, TACOM must satisfy the lower level needs of their associates.

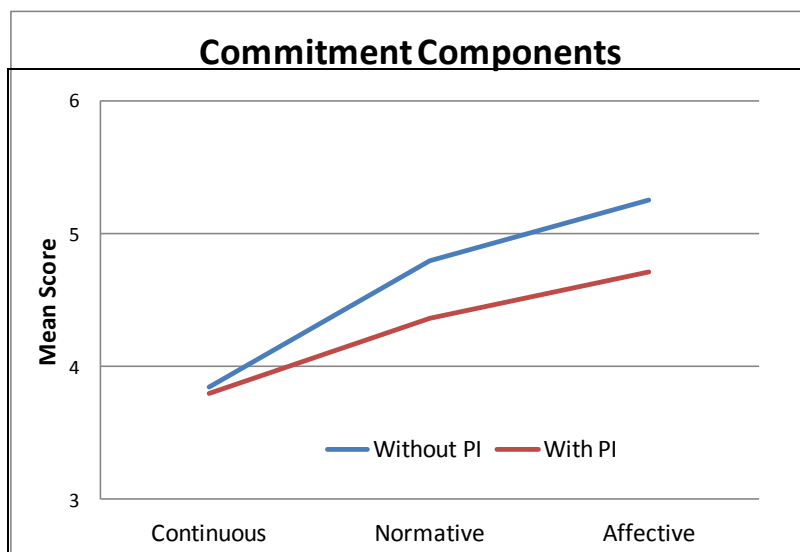


Figure 43. Mean values of commitment components.

*(H<sub>03</sub>) There is no difference in the critical factors that affect job satisfaction for AT&L associates hired within the last five years with and without private industry experience.* Using a two-tailed Z test at a significance level of 0.05, only the factors of pay, benefits, growth opportunities, and job relevance were statistically significant; therefore, the null hypothesis was rejected for these factors. Also, for job security, the p-value of 0.053 was very close to the  $\alpha$  of 0.05, indicating that there is a statically small difference in job security for those with and without private industry experience. The means for job security for those with and without

private industry experience were 4.97 and 5.38, respectively. This may indicate that those without private industry experience feel more secure in their jobs.

The conclusion is that pay, benefits, growth opportunities, job relevance and job security affect job satisfaction differently for employees with private industry experience. From the higher sample means for employees without private industry experience, it can be concluded that these associates appear to be more fulfilled than those with private industry experience. If we relate this to Maslow's Hierarchy, we can say that associates without private industry experience are positioned higher on the hierarchy than those without private industry experience. The order of significance of the factors are pay, benefits, growth and development opportunities, relevance or meaning of the job, and finally job security. The largest differences were in pay and benefits. The implications of these differences is that TACOM appears to not be meeting some of the basic lower-level physiological and security needs of associates with private industry experience. These findings and implications support those shown in  $H_{02}$  above. In order to get these associates to move to the top of Maslow's Hierarchy and obtain affective commitment to TACOM, we have to first satisfy these lower level needs.

*(H<sub>04</sub>): There is no relationship between the level of job satisfaction and the level of organizational commitment for AT&L associates hired within the last five years with and without private industry experience.* From the scatter plots and the correlation Tables 10 and 11, presented in Chapter 4, we can conclude that there is a moderate relationship between job satisfaction and affective commitment; and between job satisfaction and normative commitment for those with and without private industry experience. Creswell (2004) states if the absolute value of the correlation coefficient ranges from 0.36 to 0.65, it shows a moderate relationship exists. From the scatter plots, we can see that as job satisfaction increases so does both affective

and normative commitment. The relationship is slightly stronger for those with private industry experience. Additionally, from Table 10 and Table *II*, we can conclude that there is a moderate to strong relationship between affective and normative commitment. This was substantiated by the literature review in Chapter 2.

The implications of the relationship between job satisfaction and normative and affective commitment is supported by the finding from  $H_{02}$  and  $H_{03}$ . If TACOM can improve associates' job satisfaction at the lower level in Maslow's Hierarchy, it will improve both normative and affective commitment.

*(H05) There is no difference in job satisfaction among AT&L associates hired within the last five years with and without private industry experience because of differences in age, grade level, or education level.* Based on the analysis in Chapter 4, there was only one demographic factor that significantly affected job satisfaction for the group with private industry experience; those born after 1981. The age group of those born prior to 1946 was removed from the analysis because there was only one response in the category. Neither grade level nor education level was statistically significantly different for those with or without private industry experience. Figure 44 shows the responses by age. From this figure, we can see that the age group born after 1981 represents the smallest age group of those from private industry, while the same age group is the largest for those without private industry experience. A further evaluation shown in Figure 45 shows the mean values for job satisfaction for each of the age groups. As shown in Figure 45, the age group born after 1981 is the least satisfied in both groups.

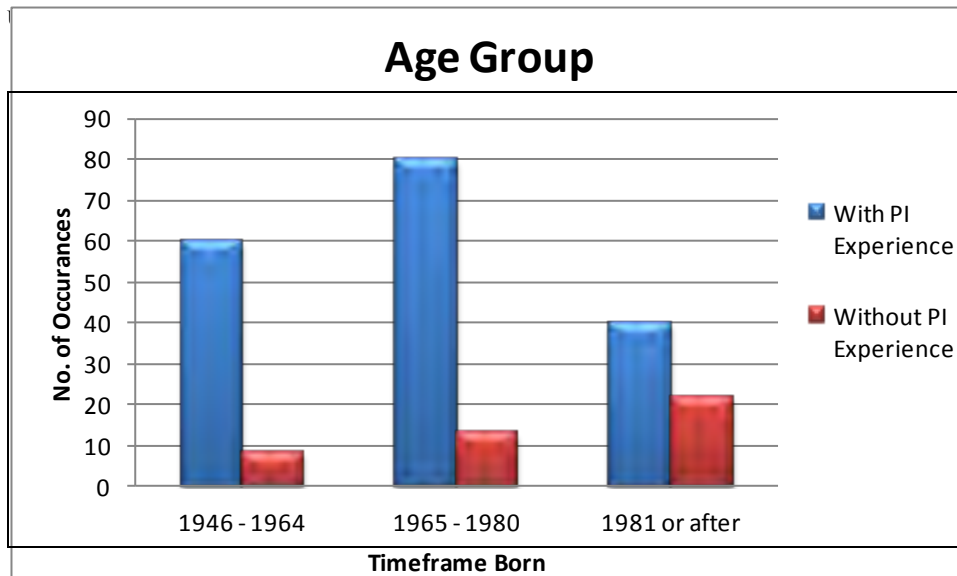


Figure 44 Survey respondents shown by age group

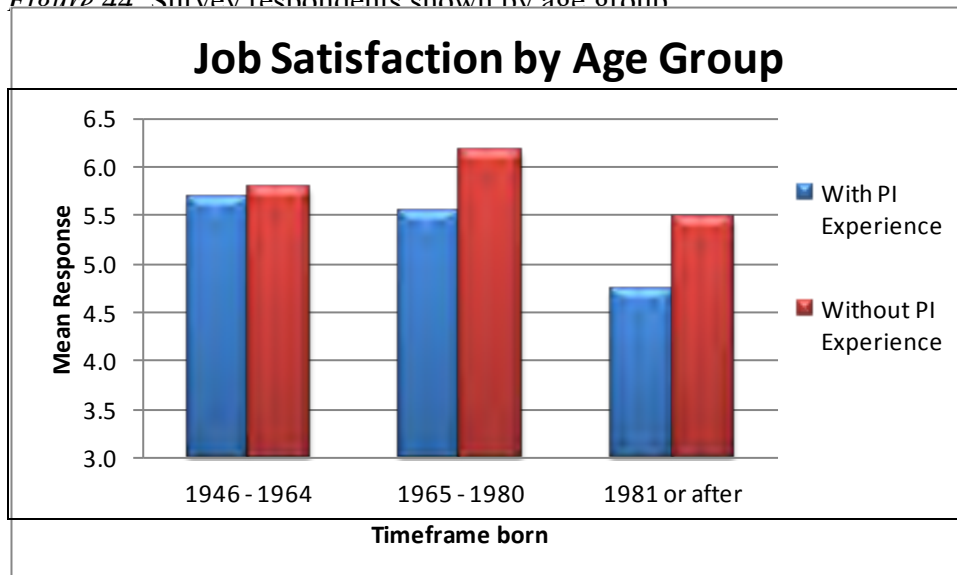


Figure 45. Job Satisfaction of respondents shown by age group.

The implications of this analysis show that TACOM needs to do more to increase the job satisfaction of those born after 1981. This group is sometimes called the “Millennial Group”.

Research in the area of leading millennials at TACOM was completed by Pamela Demeulenaere (2011). According to Demeulenaere (2011), the factors most important for this age group were having meaningful work, opportunities to pursue other career paths, having opportunities for rapid career advancement, and being offered paid training and tuition reimbursement.

Additionally, Arthur (2001) writes that in order to retain younger employees, “Their work must

be challenging and reflect leading-edge technology.” Arthur (2001) also writes that the millennial group expects to go through numerous job changes and perhaps six to seven different careers in their lifetime. TACOM should focus on innovative, self-directed, team-based environments in which the millennial can participate in decision making and collaboration (Arthur, 2001). TACOM should also offer increased career opportunities through developmental assignments and training.

*(H<sub>06</sub>) There is no difference in organizational commitment among AT&L associates hired within the last five years with and without private industry experience because of differences in age, grade level, or education level.* From the analysis in Chapter 4, it was found that only grade level of GS14-15 respondents with private industry experience significantly affected continuous organizational commitment. However, the sample sizes of the respondents that were GS14-15 level were only three and four, for those with and without private industry experience, respectively. Therefore, although the ANOVA analysis determined significance of this factor, the researcher concludes that the number of respondents was too small to determine significance. Additionally, the other demographic factors of education level and age did not show any significant affects on any of the components of organizational commitment. From these results, we can conclude that the demographic factors of age, education level and grade level, are not significant in determining commitment to TACOM.

The implications of this finding is that attempts to increase organizational commitment are not affected by demographic factors such as age, education level or grade level. These demographic factors do not seem to play a role in organizational commitment.

*Open-Ended Questions* - There were seven open-ended questions in the survey.

1. What are the most important factors determining your job satisfaction?



2. What are the most important factors determining your commitment to the US Army?
3. What factors have the most positive impact on your level of job satisfaction?
4. What factors have the most negative impact on your level of job satisfaction?
5. What factors have the most positive impact on your level of commitment to the US Army?
6. What factors have the most negative impact on your level of commitment to the US Army?
7. What are the most important actions the Army can take to improve job satisfaction?

The researcher coded the responses of the questions into several significant factors and then determined the number of responses in for each factor. Looking at all of the responses to questions 1, 2, 3 and 5, it is clear that the meaning or relevance of the job is the single most important factor in determining both job satisfaction and organizational commitment. This was also found to be the an important factor in the work done by O'Leary (2003) and Jenkins (2008). In examining questions 4, 6, and 7, it is clear that the lack of quality leadership is a negative factor in increasing both job satisfaction and organizational commitment.

The implications to TACOM is leaders have the most impact on how relevant a job is to an associate. The factor of job relevance is directly controlled by the supervisor or leader. Therefore, one can conclude that if TACOM is able to improve its leadership qualities, employees would be given more relevant work assignments which would increase both job satisfaction and organizational commitment.

Looking specifically at question 7, there were some new ideas to improve job satisfaction. One of these was to increase accountability of fellow associates. It appears from the responses that there may be instances where employees are not being held accountable for their actions. Another idea was to increase the number of warfighter visits to TACOM to

provide more relevance to the work. Still another idea was to control wastefulness. Other ideas included increasing job security, improving communications, and providing more recognition.

## **Recommendations**

TACOM leaders should attempt to provide meaning and relevance of the work associates do. Leaders need to make the connection between work and the success of the warfighter. Leaders need to assist associates in understanding that their efforts are important to the welfare of our warfighters. One recommendation from the qualitative survey questions is to bring in warfighters for visits; this will impart a greater sense of accomplishment and relevance to associates.

It is important to make employees feel they are very much a part of the organization, and that their contributions are recognized. A lack of a sense of belonging affects both job satisfaction and organizational commitment. Maslow (1954) determined that a sense of belonging was one of the levels in his hierarchy. One must have her sense of belonging satisfied before moving up the hierarchy, see Figure 2, conceptual model, in Chapter 1. TACOM must make associates realize that their efforts keep the Army running by providing the best product or service for our warfighters.

TACOM leaders should work toward increasing the belongingness of those associates hired from private industry. The leaders need to make a special effort to make the connection to the warfighter. This will increase the sense of belonging, and increase the relevance of the work to associates. Additionally, leaders who make the extra effort to have team-building events will also increase belongingness. This, in turn, will increase the normative and affective commitment to TACOM, and will increase overall job satisfaction.

It is clear from the qualitative comments that there is a perception of unfair treatment in both promotions and accountability. TACOM leaders should ensure fair treatment of their subordinates. This includes equal treatment for promotions, holding individual accountable for their actions or lack of actions, and generally treating employees as individuals with respect, fairness, and integrity. Although perception is not reality, it still causes a lack of commitment and job satisfaction among the workforce.

Another area where TACOM could focus is recognition. Recognition does not have to be monetary; it could be as little as a leader telling an associate that she is appreciated. Employee recognition is a communication tool that reinforces and rewards positive employee results. Recognizing hard work and rewarding it is the way to motivate associates to continue to make serious efforts for TACOM and the Army.

Most of the factors that affect job satisfaction and organizational commitment can be traced back to the immediate supervisor. TACOM should continue to invest in leadership development. Leaders should be made aware of how much their behaviors, actions, and attitudes affect the job satisfaction and organizational commitment of their subordinates. TACOM should invest in training and development that increases the emotional intelligence of their leaders.

## **Suggestions and Implications for Future Research**

The purpose of this research was to identify the degree to which associates hired by TACOM within the last five years were satisfied and committed to TACOM. Additionally, factors were identified that had statistically significant impacts on job satisfaction and organizational commitment. The open-ended questions brought out further items that affect both job satisfaction and organizational commitment. Recommendations for future research include addressing these new factors. Additionally, future research could focus on particular career

fields that may require TACOM to pay particular attention to continue to retain valuable employees.

## **Conclusion**

This research examined job satisfaction and organization commitment for employees hired by TACOM in the last five years. Specifically, this study compared the levels of job satisfaction and organizational commitment among Acquisition, Technology, and Logistics (AT&L) associates with and without private industry experience. The study also examined the factors responsible for any differences in job satisfaction and organizational commitment between these two groups. The researcher also coded responses to open-ended questions, and related the responses to critical workplace factors.

Significant findings from the study include identifying the statistically significant factors affecting job satisfaction for those with private industry experience - pay, benefits, growth and development opportunities, relevance or meaning of the job, and job security. Additionally, the respondent's desires for relevance or meaning in their job were very clear in both the qualitative and the quantitative analysis for those with and without private industry experience. In addition, new factors emerged from the qualitative analysis that may shed light on the job satisfaction and organizational commitment of TACOM workers.

Recommendations from the findings include management focusing on training and development of TACOM's leaders so they can impart more meaning and relevance to an employee's work.

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## **Appendix A – Survey**

### Survey Questions

1. Gender: (Male or Female)
2. During what timeframe were you born?
  - a. Prior to 1946
  - b. 1946 – 1964
  - c. 1965 – 1980
  - d. 1981 or after
3. What is your career field?
  - a. Systems Planning, Research, Development and Engineering (SPRDE)
  - b. Life Cycle Logistics (LCL)
  - c. Business, Cost Estimating, and Financial Management (BCEFM)
  - d. Contracting,
  - e. Program Management (PM)
  - f. Information Technology (IT)
  - g. Test and Evaluation (TE)
  - h. Purchasing
  - i. Production, Quality and Manufacturing (PQM)
  - j. Other
4. What is your current equivalent pay grade?
  - a. GS-05 or below

- b. GS-07 to GS-08
  - c. GS-09 to GS-11
  - d. GS-12 to GS-13
  - e. GS-14 to GS-15
  - f. Other
5. Time in Government Civilian Service
- a. Years
  - b. Months
6. How many years of service do you have in your present position?
- c. Years
  - d. Months
7. Education Level
- a. High school
  - b. Associate's Degree
  - c. Bachelor's Degree
  - d. Master's Degree
  - e. Doctoral Degree
8. Private Industry Experience?
- a. Yes
  - b. No
9. When did you last work in private industry?
- a. less than 2 years ago
  - b. 2-5 years ago
  - c. 6-10 years ago
  - d. more than 10 years ago

10. How many years did you work in private industry?

- a. 1-5 years
- b. 6-10 years
- c. 11-15 years
- d. 16-20 years
- e. Over 20 years

11. In what area of private industry did you work last?

- a. Automotive and Automotive Suppliers
- b. Defense contractors
- c. Other

Please consider how you personally feel about your job. Rate your agreement with the following statements on a scale from 1 to 7 (1 – Disagree Strongly; 4 – Neutral; 7 – Agree Strongly)

12. I am generally satisfied with this job.

13. Many of the things I have to do on this job seem to be meaningless or a waste of time.

[R]

14. The work I do on this job is important to me.

15. I am generally satisfied with the type of work I do in this job.

Rate the satisfaction with the following aspects of your job using a 7 point Likert type scale where 1 is Extremely Dissatisfied, 4 is Neutral and 7 is Extremely Satisfied

16. The amount of job security.

17. How secure things look for me in the future in the Army

18. Future promotion opportunities.

19. The recognition I get for my work.

20. The amount of challenge in my job.

21. The amount of personal growth and development I get from the Army.
22. The amount of independent thinking/action with my job.
23. The amount of pay.
24. The level of benefits (vacation, health care, retirement).
25. My coworkers' attitudes toward me.
26. My attitude towards coworkers.
27. Cooperation and team work in my job.
28. My immediate supervisor's support and encouragement.
29. My supervisor's review of my performance.
30. The overall quality of the supervision I receive in my work.
31. The amount of empowerment provided by my supervisor.
32. Feelings of worthwhile accomplishment provided by my job.
33. Relevance / meaning of my work.
34. Physical working conditions.

Rate your agreement with the following statements on a scale from 1 to 7. 1 – Disagree Strongly 4 – Neutral 7 – Agree Strongly

35. I would be very happy to spend the rest of my career with the Army.
36. I really feel as if the Army's problems are my own.
37. I do not feel a strong sense of "belonging" to the Army. (R)
38. I do not feel "emotionally attached" to the Army. (R)
39. I do not feel like "part of the family" with the Army. (R)
40. The Army has a great deal of personal meaning for me.
41. Right now, staying with the Army is a matter of necessity as much as desire.
42. It would be very hard for me to leave the Army right now, even if I wanted to.
43. Too much of my life would be disrupted if I decided I wanted to leave the Army now.
44. I feel that I have too few options to consider leaving the Army.
45. If I had not already put so much of myself into the Army, I might consider working elsewhere.
46. One of the few negative consequences of leaving the Army would be the scarcity of

available alternatives.

47. I do not feel any obligation to remain with the Army. (R)

48. Even if it were to my advantage, I do not feel it would be right to leave the Army now.

49. I would feel guilty if I left the Army now.

50. The Army deserves my loyalty.

51. I would not leave the Army right now because I have a sense of obligation to the people in it.

52. I owe a great deal to the Army.

#### Open-Ended Questions

53. What are the most important factors determining your job satisfaction?

54. What are the most important factors determining your commitment to the US Army?

55. What factors have the most positive impact on your level of job satisfaction?

56. What factors have the most negative impact on your level of job satisfaction?

57. What factors have the most positive impact on your level of commitment to the US Army?

58. What factors have the most negative impact on your level of commitment to the US Army?

59. What are the most important actions the Army can take to improve job satisfaction?

Note. (R) Indicates reversed scoring

## Appendix B – Meyer & Allen Survey Questions

The study uses the Meyer and Allen Organization Commitment (OC) Instrument. The questions below are attributed to Meyer and Allen and have been included in the survey questions in Appendix A. The right to use the Meyer and Allen OC survey was purchased by the researcher (Appendix C).

### MEYER AND ALLEN ORGANIZATIONAL COMMITMENT INSTRUMENT

Rate your agreement with the following statements on a scale from 1 to 7.

1 – Disagree Strongly 4 – Neutral 7 – Agree Strongly

#### Affective Commitment Scale

1. I would be very happy to spend the rest of my career with this organization.
2. I really feel as if this organization's problems are my own.
3. I do not feel a strong sense of "belonging" to my organization. (R)
4. I do not feel "emotionally attached" to this organization. (R)
5. I do not feel like "part of the family" at my organization. (R)
6. This organization has a great deal of personal meaning for me.

#### Continuance Commitment Scale

1. Right now, staying with my organization is a matter of necessity as much as desire.
2. It would be very hard for me to leave my organization right now, even if I wanted to.
3. Too much of my life would be disrupted if I decided I wanted to leave my organization now.
4. I feel that I have too few options to consider leaving this organization.
5. If I had not already put so much of myself into this organization, I might consider working elsewhere.
6. One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.

#### Normative Commitment Scale

1. I do not feel any obligation to remain with my current employer. (R)
2. Even if it were to my advantage, I do not feel it would be right to leave my organization now.
3. I would feel guilty if I left my organization now.
4. This organization deserves my loyalty.
5. I would not leave my organization right now because I have a sense of obligation to the people in it.
6. I owe a great deal to my organization.

Note. (R) Indicates reversed scoring







## Appendix D – IRB Approval E-mail

From: Matthew Cole [mcole@ltu.edu]  
Sent: Thursday, November 03, 2011 7:54 AM  
To: Saxon, Nancy  
Cc: irb@ltu.edu; Thomas Marx; Bayer, Michael  
Subject: RE: IRB approval status?

Dear Nancy,

The wording for the email recruitment is fine. For the survey, I want to recommend that you remove the required answer setting you have for each item. However, since you have the "Exit the Survey" button available in the upper right corner you are fine as far as the IRB is concerned since you are allowing participants the opportunity to withdraw. Therefore, you have received IRB approval to conduct your research with participants for your thesis "UNDERSTANDING ORGANIZATIONAL COMMITMENT AND SATISFACTION OF TACOM, TARDEC, AND ILSC ENGINEERS". Approval is granted for a period of one year beginning 11/3/2011. Please contact irb@ltu.edu if you require an extension, if you make any changes to your research protocol that impacts the survey, or if you have any questions regarding your research.

All the best,

Matthew Cole

---

Matthew Cole, Ph.D.  
IRB Chair  
Lawrence Technological University  
o. 248.204.3541 f. 248.204.3518  
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## **Appendix E – TCM Employee Commitment Survey**

# **TCM Employee Commitment Survey**

## **Academic Users Guide 2004**

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Department of Psychology

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## **TCM Employee Commitment Survey Academic Users Guide**

Based on the Three-Component Model (TCM) of commitment (Meyer & Allen, 1991; 1997), the *TCM Employee Commitment Survey* measures three forms of employee commitment to an organization: desire-based (affective commitment), obligation-based (normative commitment) and cost-based (continuance commitment). The survey includes three well-validated scales, the Affective Commitment Scale (ACS), the Normative Commitment Scale (NCS) and the Continuance Commitment Scale (CCS). Each is scored separately and can be used to identify the “commitment profile” of employees within an organization.

This academic version of the TCM Employee Commitment Survey was prepared for those who intend to use the commitment scales for academic research purposes. Original and revised versions of the scales are provided in Appendix A. This guide provides background information on the development of the commitment scales and addresses general issues pertaining to their use. Appendix B provides a list of references that you can consult for more information.

### ***Why is commitment important?***

Commitment implies an intention to persist in a course of action. Therefore, organizations often try to foster commitment in their employees to achieve stability and reduce costly turnover. It is commonly believed that committed employees will also work harder and be more likely to “go the extra mile” to achieve organizational objectives. Research has consistently demonstrated that commitment does indeed contribute to a reduction in turnover (see Tett & Meyer, 1993; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). But, there is a caveat to the assumption regarding its impact on performance.

Research conducted to test the three-component model of commitment has demonstrated that commitment can be characterized by different mindsets – desire, obligation, and cost (see Meyer & Allen, 1991, 1997). Employees with a strong affective commitment (high ACS scores) stay because they *want to*, those with strong normative commitment (high NCS scores) stay because they feel they *ought to*, and those with strong continuance commitment (high CCS scores) stay because they *have to* do so.

Research consistently shows that employees who want to stay (high ACS) tend to perform at a higher level than those who do not (low ACS). Employees who remain out of obligation (high NCS) also tend to out-perform those who feel no such obligation (low NCS), but the effect on performance is not as strong as that observed for desire. Finally, employees who have to stay primarily to avoid losing something of value (e.g., benefits, seniority) often have little incentive to do anything more than is required to retain their positions. So, not all commitments are alike (for summaries of the empirical evidence, see Allen & Meyer, 1996, 2000; Meyer et al., 2002).

### ***How do I use the Commitment Survey?***

There are two versions of the TCM Employee Commitment Survey – original and revised (see below). Both include statements (items) pertaining to employees' perception of their relationship with the organization and their reasons for staying. After reading each item, employees indicate the strength of their agreement by selecting a number from 1 (strongly disagree) to 7 (strongly agree). In the original version of the survey, there are eight items for each the three commitment scales: ACS, NCS, and CCS. In the revised survey there are six statements for each scale. (Note: A new version of the CCS has recently been developed based on accumulating evidence that the original scale reflects two underlying dimensions, personal sacrifice and lack of alternatives (see Allen & Meyer, 1996) and that the personal sacrifice dimension corresponds more closely to the continuance commitment construct as it was originally conceived (see Allen & Meyer, 1996; McGee & Ford, 1987; Meyer et al., 2002). For more information on the new version of the CCS, its development and psychometric properties, see Powell and Meyer, 2004.

For both the original and revised versions of the survey, the items in Appendix A are grouped according to scale: ACS, NCS, and CCS. For purposes of survey administration, we recommend that the items from the three scales be mixed. For scoring purposes, employees' responses to all of the items *within* a scale are averaged to yield an overall score for each of the three components of commitment (see below for more detail). Although it is also possible to sum the item scores rather than averaging, this can create some problems if employees fail to respond to some items. The existence of *missing data* will have a much greater impact on total scores than on average scores. Of course, if employees fail to respond to a large number of the items (e.g., more than two or three per scale), their scores will be suspect and probably should not be interpreted. (Note: The existence of missing data can be problematic for the analysis and interpretation of any employee survey. There are several different ways to address this problem. For a more detailed discussion of this issue and the options available, see McDonald, Thurston and Nelson (2000) and Roth, Switzer and Switzer (1999)).

Note that some of the items in the commitment scales have been worded such that strong agreement actually reflects a lower level of commitment. These are referred to as "reverse-keyed" items (identified by "R" after the statement) and are included to encourage respondents to think about each statement carefully rather than mindlessly adapting a pattern of agreeing or disagreeing with the statements. For the same reason, we typically recommend that items from the three commitment scales be integrated for purposes of presentation in a paper or web-based survey. For scoring purposes, however, it is important that (a) scores on reverse-keyed statements be re4 coded (i.e., 1 = 7, 2 = 6, ... 7 = 1) before scoring, and (b) averages are computed based only on items relevant to the specific scale. Scores computed by combining items from the different commitment scales will *not* be meaningful. If scored correctly, you should

obtain three scores, one each for the ACS, NCS, and CCS, for each respondent. These scores should range in value from 1 to 7 with higher scores indicating stronger commitment.

### ***Which version of the survey should I use?***

The original version of the ACS, NCS and CCS each include eight items. The revised scales include six items. The two versions of the ACS and CCS are very similar – the choice between the two might best be made on the basis of desired length. The greatest difference between the original and revised versions will be seen in the NCS. Briefly, the NCS measures employees' feeling of obligation to remain with the organization. Theoretically, this obligation can arise from two primary sources: socialization experiences and receipt of "benefits" from the organization that require reciprocation on the part of the employee. Items in the original version of the NCS tend to include information about the basis for the obligation, whereas those in the revised version focus more specifically on the feeling of obligation without specifying the basis. The choice between these two versions might best be made on the basis of whether information about the basis for feeling of obligation is relevant. A note of caution is in order here, however. Making inferences about the basis for normative commitment from the original version of the scale might require interpretation of responses to one or a subset of the items. The NCS was not developed for this purpose and scores on single items can be unreliable.

### ***How should I analyze my data?***

As noted above, once you have administered and scored the TCM Employee Commitment Survey, you should have three scores for each respondent. For best results, the commitment survey should be completed anonymously. The content of the scales can be quite sensitive and, under some circumstances, employees might be reluctant to respond honestly if they believe that they can be identified. Therefore, if administered anonymously, interpretation is based on an assessment of the average score and the level of dispersion around this average. This can be done at an organizational level, or at a department or unit level (assuming sufficient numbers). How these commitment scores are used for research purposes obviously depends on the nature of the research questions being asked. The most common data analytic approach has been to use correlation or regression to examine relations between the commitment scores and scores on other variables presumed to be their antecedents, correlates or consequences. Other strategies involve the use of ANOVA to compare commitment levels across groups. Appendix B provides a list of references where you can find examples of studies pertaining to the development and consequences of commitment as well as narrative and meta-analytic reviews of existing research. In the remainder of this section we focus on approaches you might take to examine the behavioral consequences of employee commitment.

Although the vast majority of studies using the TCM employee commitment measures have examined the independent or additive effects of the three components on

outcomes of interest (e.g., turnover intention, turnover, attendance, job performance, organizational citizenship behavior), in the original formulation of the theory, Meyer and Allen (1991) proposed the three components of commitment might interact to influence behavior (see Meyer & Herscovitch, 2001, for a set of propositions concerning the nature of the interaction effects). If so, the nature of the relation between any single component of commitment and an outcome of interest might vary depending on the strength of the other components. Only a handful of studies to date have tested for interaction effects (e.g., Chen & Francesco, 2003; Jaros, 1997; Meyer, Paunonen, Gellatly, Goffin & Jackson, 1989; Randall, Fedor, & Longenecker, 1990; Somers, 1995). Most have found evidence for interactions. This suggests that interpretation of zero-order correlations might be somewhat misleading. Therefore, we recommend that researchers interested in examining relations between the commitment component and various “outcome” measures consider testing for interactions using moderated multiple regression analyses (for more information on this analytic strategy, see Aiken and West, 1991).

Another approach to examining the joint effects of the commitment components on behavior is to conduct commitment profile comparisons (see Meyer & Herscovitch, 2001, for propositions concerning behavior differences across profile groups, and Herscovitch & Meyer, 2002, for an empirical example). Plotting the three commitment scores will yield a commitment profile for the organization, department, or unit. In theory (Meyer & Allen, 1991; Meyer & Herscovitch, 2001) the optimal profile should be one in which ACS scores are high (e.g., above the scale midpoint), and the CCS is considerably lower (e.g., below the scale midpoint). Profiles in which the CCS scores are elevated suggest that many employees may feel “trapped” in the organization. Although this can contribute to a relatively low rate of turnover, our research suggests that such employees will do little beyond that which is required of them. To date, only a few studies have been conducted to make profile comparisons (e.g., Gellatly, Meyer & Luchak, 2004; Herscovitch & Meyer, 2002). Preliminary evidence is generally consistent with prediction, but more research is needed before firm conclusions can be drawn.

### ***Can I alter the scales to suit my purposes?***

It is possible to alter the scales without having a major impact on reliability and validity. The strength of the impact, however, will depend on the nature and extent of the revision. The most common revisions, and their potential effects, are described briefly below. Of course, we can only speculate on what the impact will be in any given situation. The evidence for reliability and validity accumulated through years of research (see Allen & Meyer, 1996, 2000) is based largely on the use of the scales in unaltered form. Therefore, we cannot guarantee that the findings will apply when the scales are modified.

***Number of Items.*** One common modification is to reduce the number of items on each of the three scales, typically as a way of reducing overall survey length. Our experience has been that the scales can be reduced in length to as few as three or four items each

without a major impact on reliability. If scale length is an issue, it might be wise to conduct a pilot investigation to assess reliability before conducting the full-scale study. Of course, reliability is only one factor that can affect validity, so even if it can be demonstrated that the reliabilities of shortened scales are acceptable, there is no guarantee that the validity will not be affected. For more information on strategies for scale reduction, see Stanton, Sinar, Balzer, & Smith (2002).

**Response Scale.** Another common modification is to alter the response scale. Typically, a 7-point disagree-agree scale has been used but, in our experience, a 5-point scale also works quite well. Reducing the number of response options below five is not advised. Obviously, it is important that researchers not directly compare scale scores that are based on different item response scales.

**Customizing the Items for the Participating Organization.** The items in the TCM Employee Commitment Survey refer to “the organization.” In cases where there may be some confusion about what the organization is, as for example when respondents work for a large subsidiary of an even larger organization, it may be advisable to substitute the relevant organization’s name in the item. In cases where respondents’ organizational affiliations may not be known in advance (e.g., when you collect data through a professional association), it is advisable to modify the instructions to inform respondents as to how you would like them to interpret the term “organization” for purposes of the survey.

**Combining Measures.** Users who want to measure attitudes other than commitment to the organization might consider mixing statements from the commitment scales with statements from other measures (e.g., job satisfaction). This is certainly possible as long as a common response scale is used. Doing so, however, could create problems. On the one hand, mixing the commitment scales with measures with a very different focus (e.g., attitudes toward supervisors, co-workers, compensation systems) can cause confusion for respondents – imagine carrying on a conversation where all of this was being discussed at once. On the other hand, mixing content can lead to artificial inflation of the relationship between scores on the measures. In situations where the other measures are included to help identify factors or conditions in the workplace that might contribute to employees’ commitment, or lack of commitment, the inflation of relationships could lead to erroneous conclusions. In light of these potential problems, it is usually advisable to include the commitment measures in a separate section of a more comprehensive attitude survey. A decision to do otherwise should be made with caution. For more information on item context effects, see Schwarz (1999).

**Reversing the negatively keyed items.** The use of negatively keyed items in attitude surveys is intended to control for acquiescence response bias (i.e., the tendency to respond affirmatively to items regardless of their content). While acquiescence response bias can be a problem, there is some evidence that using reverse-keyed items can create confusion for some respondents. An investigation using the TCM commitment scales indeed found evidence for a small “keying factor” resulting from the use of reverse keyed items (see Magazine, Williams, & Williams, 1996). Therefore,

some users prefer to reword the reverse-keyed items to minimize potential confusion. There has yet to be a systematic investigation of the impact of doing so, but we believe that it will be minimal. Therefore, we suggest that the reverse-keyed items be reworded if there is any reason to be concerned that reverse-keyed items might be a problem for the respondent sample.

***Adapting the scales to measure commitment to other foci.*** Researchers sometimes want to measure commitment to foci other than the organization itself (e.g., occupation, supervisor, work team, customers) and inquire as to whether it is appropriate to simply replace “organization” in the commitment items with a descriptor of the relevant target. We agree with the importance of acknowledging the multi-dimensionality of all workplace commitments but do not advocate this simple target substitution approach. The terms of a commitment can be very different depending on the target. For example, staying might be a relevant behavioral outcome of commitment to an organization or occupation, but is less relevant when the target is a supervisor or customer, and not at all relevant with the target of the commitment is a goal or change initiative. Meyer and Herscovitch (2001) recently explained how our three-component model of commitment can be adapted for the study of other workplace commitments. They also describe a strategy for developing measures of the three components of these commitments. For examples of research that has applied the three component model to other foci, see Becker and Kernan (2003), Bentein, Stinglhamber, and Vandenberghe (2002), Clugston, Howell, and Dorfman (2000), Herscovitch and Meyer (2002), Meyer et al. (1993), Stinglhamber, Bentein, and Vandenberghe (2002), and Vandenberghe, Stinglhamber, Bentein, and Delhaise (2001).

***Translation.*** Some users might want to administer the commitment scales in languages other than English, either within a largely English-speaking culture, or in a non-English-speaking country or culture. We do not yet have a standard set of translated scales. However, others have translated the scales for research purposes, with varying degrees of success. There are many factors to consider in translating and using measures in countries or cultures other than those where they were originally developed and validated. Below, we provide sources where you can go to get more information about the potential impact of translation and the cross-cultural validity of the three-component model of commitment. For more detailed information about translation and transporting measures to other cultures, see Hulin (1987) and Hui and Triandis (1985).



## Appendix E – TCM Employee Commitment Survey (cont.)

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## Appendix E – TCM Employee Commitment Survey (cont.)

### APPENDIX A *Commitment Scales*

#### ***Instructions***

Listed below is a series of statements that represent feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working, please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 7 using the scale below.

- 1 = strongly disagree
- 2 = disagree
- 3 = slightly disagree
- 4 = undecided
- 5 = slightly agree
- 6 = agree
- 7 = strongly agree

#### ***Original Version*** (Allen & Meyer, 1990)

##### *Affective Commitment Scale*

- 1) I would be very happy to spend the rest of my career with this organization.
- 2) I enjoy discussing my organization with people outside it.
- 3) I really feel as if this organization's problems are my own.
- 4) I think that I could easily become as attached to another organization as I am to this one. (R)
- 5) I do not feel like 'part of the family' at my organization. (R)
- 6) I do not feel 'emotionally attached' to this organization. (R)
- 7) This organization has a great deal of personal meaning for me.
- 8) I do not feel a strong sense of belonging to my organization. (R)

##### *Continuance Commitment Scale*

- 1) I am not afraid of what might happen if I quit my job without having another one lined up. (R)
- 2) It would be very hard for me to leave my organization right now, even if I wanted to.

- 3) Too much in my life would be disrupted if I decided I wanted to leave my organization now.
- 4) It wouldn't be too costly for me to leave my organization now. (R)
- 5) Right now, staying with my organization is a matter of necessity as much as desire.
- 6) I feel that I have too few options to consider leaving this organization.
- 7) One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.
- 8) One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice -another organization may not match the overall benefits I have here.

#### Normative Commitment Scale

- 1) I think that people these days move from company to company too often.
- 2) I do not believe that a person must always be loyal to his or her organization. (R)
- 3) Jumping from organization to organization does not seem at all unethical to me. (R)
- 4) One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.
- 5) If I got another offer for a better job elsewhere I would not feel it was right to leave my organization.
- 6) I was taught to believe in the value of remaining loyal to one's organization.
- 7) Things were better in the days when people stayed with one organization for most of their careers.
- 8) I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore. (R)

#### **Revised Version** (Meyer, Allen, & Smith, 1993)

#### Affective Commitment Scale

1. I would be very happy to spend the rest of my career with this organization.
2. I really feel as if this organization's problems are my own.
3. I do not feel a strong sense of "belonging" to my organization. (R)

4. I do not feel "emotionally attached" to this organization. (R)
5. I do not feel like "part of the family" at my organization. (R)
6. This organization has a great deal of personal meaning for me.

*Continuance Commitment Scale*

1. Right now, staying with my organization is a matter of necessity as much as desire.
2. It would be very hard for me to leave my organization right now, even if I wanted to.
3. Too much of my life would be disrupted if I decided I wanted to leave my organization now.
4. I feel that I have too few options to consider leaving this organization.
5. If I had not already put so much of myself into this organization, I might consider working elsewhere.
6. One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.

*Normative Commitment Scale*

1. I do not feel any obligation to remain with my current employer. (R)
2. Even if it were to my advantage, I do not feel it would be right to leave my organization now.
3. I would feel guilty if I left my organization now.
4. This organization deserves my loyalty.
5. I would not leave my organization right now because I have a sense of obligation to the people in it.
6. I owe a great deal to my organization.

**Note. (R) indicates a reverse-keyed item. Scores on these items should be reflected (i.e., 1 = 7, 2 = 6, 3 = 5, 4 = 4, 5 = 3, 6 = 2, 7 = 1) before computing scale scores.**

## Appendix E – TCM Employee Commitment Survey (cont.)

### APPENDIX B

#### **Sources for Additional Information**

The most complete and comprehensive source of information about the commitment measures and the three-component model of commitment is as follows.

Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Thousand Oaks, CA: Sage Publications.

Additional information on more specific issues can be found in the following sources.

- For information on how the commitment model can serve as the basis for the development and implementation of employee retention strategies, see:

Meyer, J. P., & Topolnytsky, L. (2000). *Best practices: Employee retention*. Toronto, Canada: Carswell.

- For more information about the development of the measures, and evidence for their psychometric properties, see:

Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*, 63, 1-18.

Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior*, 49, 252-276.

Allen, N. J., & Meyer, J. P. (2000). Construct validation in organizational behavior research: The case of organizational commitment. In R. D. Goffin and E. Helms (Eds.), *Problems and solutions in human assessment: Honoring Douglas N. Jackson at seventy*. Kluwer Academic.

Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component model. *Journal of Applied Psychology*, 78, 538-551.

Powell, D., & Meyer, J. P. (2004). Becker's side-bet theory revisited: A test of the theory within the context of Meyer and Allen's three-component model of organizational commitment. *Journal of Vocational Behavior*, 65, 157-177.

- For summaries of research pertaining to the development and consequences of employee commitment, see:

Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior*, 49, 252-276.

Allen, N. J., & Meyer, J. P. (2000). Construct validation in organizational behavior research: The case of organizational commitment. In R. D. Goffin and E. Helms (Eds.), *Problems and solutions in human assessment: Honoring Douglas N. Jackson at seventy*. Kluwer Academic.

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance and normative commitment to the organization: A meta-analysis of antecedents, correlates and consequences. *Journal of Vocational Behavior*, 62, 20-52

- For more information on the interpretation of commitment profiles, see:

Gellatly, I. R., Meyer, J. P., & Luchak, A. A. (2004). Organizational commitment and behavior: Testing for interdependencies among three forms of commitment. Unpublished manuscript, School of Business, University of Alberta.

Herscovitch, L., & Meyer, J. P. (2002). Commitment to organizational change: Extension of a three-component model. *Journal of Applied Psychology*, 87, 474-487.

Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Management Review*, 11, 299-326.

Wasti, S. A. (2004, April). *Commitment profiles: The combined influence of organizational commitment forms on job outcomes*. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL.

- For information about the cross-cultural generalizability of the model and the impact of translation on the psychometric properties of the scales, see:

Allen, N. J., & Meyer, J. P. (2000). Construct validation in organizational behavior research: The case of organizational commitment. In R. D. Goffin and E. Helms (Eds.), *Problems and solutions in human assessment: Honoring Douglas N. Jackson at seventy*. Kluwer Academic.

Lee, K. , Allen, N. J., Meyer, J. P., & Rhee, K-Y. (2001). Cross-cultural generalizability of the Three-Component Model of organizational commitment: An application to South Korea. *Applied Psychology: An International Review*, 50, 596-614.

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance and normative commitment to the organization: A meta-analysis of antecedents, correlates and consequences. *Journal of Vocational Behavior*, 62, 20-52

- For information on the relevance of employee commitment in the changing world of work, see:

Meyer, J. P. (1999). Building employee commitment in an era of change: Rx for HRM. *The HRM Research Quarterly*, 3(3), 1-4.

Herscovitch, L., & Meyer, J. P. (2002). Commitment to organizational change: Extension of a three-component model. *Journal of Applied Psychology*, 87, 474-487.

Meyer, J. P., Allen, N. J., & Topolnytsky, L. (1998). Commitment in a changing world of work. *Canadian Psychology*, 39, 83-93.



## Appendix F- Open-Ended Question Categorization

### What are the most important factors determining your job satisfaction?

#### *Challenging work*

1. challenge, belonging, pay
2. Challenge, Continuous Growth, Opportunity for Advancement, Job Security
3. Challenge, recognition, and provision of the right tools to get the job done
4. Challenge, seeing you work succeed (transition), relationships
5. challenge, sense of accomplishment, compensation
6. challenge, training, camaraderie,
7. Challenging work
8. Challenging work - pay rate - location - benefits
9. Challenging work and plenty of it; successful completion of tasks; improving the process
10. Challenging work in one of my areas of interest
11. Challenging work, good relationships, rewarded for good work
12. Challenging work, Personal Growth potential, Positive Work environment, Positive Collaboration with peers and management.
13. challenging work, training for future development, enough work to stay busy but not overloaded, being able to directly support the Warfighter, empowerment to make decisions, funded to develop solutions
14. Challenging, rewarding work
15. Diverse projects
16. Doing valuable, challenging work. Being given a chance to use my skills and interests to help my department and the Army.
17. Finding ANYTHING in my job that I enjoy doing
18. I recently graduated college. I would like to use my engineering skill to build products, not push contracts
19. Meaningful and challenging work.
20. The Challenge
21. Work challenge; performing something meaningful

#### *Good Communications*

1. Clearly defined responsibilities and objectives.
2. Communication with contractors. Having a successful project due to planning and

communication.

### *Co-Workers*

1. co-workers
2. Getting along with your immediate supervisor.
3. money and coworkers
4. not just my personal job satisfaction, but the attitudes of my coworkers play a big part. Nobody cares, they are just warming a seat waiting for the next pay increase.
5. Overall atmosphere and attitude of coworkers.
6. People I work with, challenge, sense of accomplishment, leadership support and direction (or lack thereof)
7. Team oriented co-workers and supervisors who are fair, honest, respectful, hardworking. Completing assignments successfully. Being paid fairly, according to skills and experience.
8. Team work
9. If my work is hacked apart, misinterpreted, or reworded after the fact by a third party before submission for review and approval, I find I am much more dissatisfied with my work than if I submit work and receive cooperative assistance to bring my work up to the standards of my group. There seems to be a lack of uniform guidance, and a pretty blatant disregard for the time constraints placed on item managers, both of which contribute to an atmosphere of frustration and disappointment.

### *Customer Satisfaction*

1. customer satisfaction
2. Customer satisfaction, job security, sense of mission.

### *Compressed work schedule or flex-time*

1. Flex work schedule, people
2. flexible work hours
3. I love the work to family life balance and the RDO work schedule. I need to be busy and my supervisor makes sure I have plenty of work to do.

### *Empowerment*

1. Ability to affect outcomes/decision making/empowerment, pay,
2. Ability to influence
3. Adequate communication of mission goals, empowerment to meet stated goals and recognition for efforts.

4. being able to manage my own work day
5. Being able to work independently and being recognized for my accomplishments.
6. Being empowered by my supervisor to the job the way I feel is best.
7. Being empowered to do what is right.
8. Being empowered to make decisions, opportunities to learn and grow in my current position
9. compensation, job assignments (including level of empowerment), scheduling flexibility, support to do my job.
10. competitive base salary, meaningful work, being a part of decision making for the organization
11. Empowerment and flex time
12. Empowerment to make decisions, challenging work, recognition
13. empowerment, money
14. Execution- being empowered to get things done with a streamlined process!
15. For me, it is empowerment and independence. I feel too limited in my position. I also feel like I can do many things but they are taken away because "it is not my job". Or I am unable to cross-train because "it is not my job".
16. Intelligent thinking
17. Meaningful work, being allowed to perform my job as a Quality Assurance Specialist, and seeing action taken to correct the faults I find during the audits I am allowed to perform
18. Responsibility and Empowerment
19. Responsibility and ownership.
20. responsibility, positive feedback, benefits, pay

### *Growth and Development Opportunities*

1. All aspects of pay and opportunity for advancement
2. Growth opportunities, job security, scheduling options, benefits, gratification in providing service to our warfighters
3. Opportunity for advancement, challenging career.
4. Professional growth and challenging leadership opportunities
5. Promotion, benefits , empowerment
6. Promotional and developmental opportunities.
7. Promotional potential
8. The lack of formal training has made it difficult for me to fully embrace my job. It is hard to truly be satisfied with your job when your haven't had the training or guidance.
9. Upward mobility, travel opportunities, training opportunities,

### *Job Security*

1. Security, co-worker cooperation, supervisor acceptance

### *Leadership*

1. Leadership
2. My leadership and what support they give me; and the kind of leadership they can provide.
3. Overall Competence of leadership and people working around me.
4. Strong, competent Senior Leadership which is visibly lacking at TARDEC. An effective annual review and compensation policy. Interesting and meaningful work that is supported by all levels of management and by skilled, engaged co-workers.
5. Workload, Leadership, and Guidance
6. Professionalism, Strong management, Employee accountability, Growth opportunities
7. Supervisory support, sense of accomplishment
8. The most important factors are: support from my management, cooperation of coworkers, sense of accomplishment and contribution to the Army.

### *Location*

1. Location, salary, job security, coworkers, benefits

### *Low Stress*

1. Stress level, salary & benefits, work environment, and ethics of co-workers.

### *Pay*

1. Health benefits, Pay Incentives/Step Increases based upon performance/work ethic
2. Level of Pay and IT Supervisors in ILSC are underpaid. We should be at the NH04 level.
3. monetary benefits compared to hours spend at work
4. PAY AND BENEFITS; RELATIONSHIPS/INTERACTION WITH COWORKERS; SENSE OF CHALLENGE AND STIMULATION.
5. Pay and recognition
6. Pay, and challenges, and importance of the mission.
7. Pay, Security
8. Salary, flexibility of benefits, integrity of my supervisors and co-workers

## *Recognition*

1. accomplishment and recognition
2. Amount of appreciation shown for hard work and pats on the back don't count. Amount of room for personal growth.
3. Applicability of gifts and talents, personal growth, opportunity to increase personal marketability, recognition in the workplace, work schedule, and pay & benefits are the most important factors.
4. Appreciation of the job that I do, the people that I work with, job security & pay.
5. Appreciation, Recognition
6. Doing what you like, being challenged, being rewarded for a job well done.
7. Getting the job done to the best of my ability and getting the recognition from my supervisors that I deserve.
8. How I am treated for the work I do. If there is no recognition or sense of accomplishment it is hard to have job satisfaction.
9. Meaningful work that is recognized by senior leaders
10. My ability to do more than what my job description states and to be formally and officially recognized for it. I would like to have the ability to develop and IDP that is based on my personal interests meeting group initiatives in a realistic manner, not just putting an IDP to check the box or reach an arbitrary certification level.
11. recognition
12. recognition
13. Recognition for success.
14. recognition for well done work
15. Recognition of accomplishments and tasks completed by Management.
16. Recognition outside of my business area; promotional opportunities
17. Recognition through performance. Increased responsibility
18. Recognition, challenge,
19. recognition; partnership; understanding; growth
20. Supervisor acknowledgement, working on significant tasks, good benefits
21. The impact of my work...whether recognized or not

## *Relevance or Meaning of the Job*

1. Amount of Work, relevance, pay.
2. as a retired Army NCO, it's knowing that Soldiers are being taken care of.
3. -Being a part of the Department of Defense. In my social circle (late 20-somethings), it is viewed as a prestigious job working on "cool" end-products, not just door-handles for a minivan or

- something.
4. Being able to contribute to saving soldiers/warfighters from injury & death. Focus on important missions.
  5. Being able to work on engineering projects and developing hardware to resolve product issues
  6. Importance of my job to Soldiers well-being.
  7. Importance of my work, how good I am at it, how interesting the field is, and quality of my teammates.
  8. Importance of work and money.
  9. Importance of work, level of difficulty, promotion potential, sense of belonging
  10. Knowing that what I do affects the soldier and the nation in a positive manner.
  11. Meaningful and inspiring assignments
  12. Meaningful work in my career path.
  13. Meaningful Work load Security in the work force (not being laid off) Providing value to the war fighter and the government in my daily job
  14. Meaningful work, pay, opportunity for advancement, opportunity to learn new skills,
  15. My ability to make a difference, to contribute to our soldiers success, not someone's monetary bottom line.
  16. my commitment to my country
  17. My mission to support the war fighter on and off the battlefield.
  18. People making changes and supporting the troops cause
  19. Relevance of my efforts; Schedule; Job Security; Pay & Benefits; Positive working relationship with coworkers
  20. Soldier Support
  21. Supporting the warfighter and seeing what work I have contributed results in their return home to their loved ones. Finding ways to save money but still provide value for the money spent.
  22. That the job that I do personally helps the soldiers in the field. That what I do makes the job easier for my workmates.
  23. The importance of what I'm doing.
  24. The kind of work I do, the impact it has on the Warfighter, and the money I receive.
  25. The mission
  26. The opportunity to work on relevant projects that benefit the soldier and the Army's continued support for education and training of civilians.
  27. The quality and type of work. The work must have meaning.
  28. The work I do. The impact it has on the Army. The recognition it receives. The people around me. My management team.
  29. type of work - research and development (good) versus contracting and busywork (bad)

- 30. Type of work I am doing.
- 31. worthwhile projects

### *Sense of Accomplishment*

1. 1. Being efficient and the feeling that your work is meaningful/helpful to others 2. Good leadership and management (i.e. reasonable, rational, data driven)
2. 1.) Sense of accomplishment. 2.) Appreciation for what I do. 3.) Cooperation and team work with my peers and supervisors.
3. accomplishing assigned tasks, supervisor recognition, fair wages and benefits, comfortable working environment, job security.
4. Contributions to team
5. Doing things that I enjoy and feel a sense of accomplishment as well as doing something that supports our war-fighters.
6. end results
7. Feeling like I make a difference, and knowing other people see it.
8. Freedom to provide input to or better yet tailor work assignments, personal feeling of contributing to a successful effort, stimulating/challenging & meaningful work
9. Knowing I have saved the Army 100 million dollars and counting or, and, keeping the prime contractor honest (at least less dishonest).
10. leave at the end of the day and feel like something was accomplished.
11. Make good use of my experience. Feel to make a difference, and able to help the army to move forward in a good direction. Receive recognition and have an opportunity to lead.
12. Making a positive contribution to the world in some manner, working to my strengths, growing and developing as a person, working independently without micromanagement, financial compensation.
13. seeing results of mission accomplishment
14. Seeing the success that we bring to the Army and the Army's ability to accomplish each mission.
15. Sense of accomplishment, contributing to a bigger cause
16. Sense of accomplishment.
17. sense of competence and out put
18. Sense of making a meaningful contribution. Avoidance of red tape.
19. Sense of personal growth and recognition of the work that I do every day for the warfighter
20. sense of productive accomplishment
21. Sense that what I'm doing is important.
22. The ability to complete tasks timely and not have to touch the same information multiple times
23. Using my degree, pay scale, bonuses for recognition of a job well done, having a supervisor that

trusts me to do my job and doesn't micromanage.

#### 24. Work satisfaction

### *Values*

1. Respect

### *Work Environment*

1. 1) The level of understanding, or lack thereof, of Government and Military personnel regarding the area of vehicle design I work on - Mobility. No actual experience in the vehicles. 2) The lack of hands-on opportunities to work on vehicle's and make them better. 3) The lack of Government and Military personnel to make the vehicles better - no accountability to poor performance. 4) The time off that I get so I can spend it with my kids. 3 - ages 8, 6, and 6.
2. Physical environment, feeling appreciated, challenging work, empowerment.
3. Positive work environment, Education/Training, Promotion opportunities
4. the work and friendly accepting environment
5. work and team environment
6. Work-Life Balance.
7. Having the right tools to do my job correctly

### **What are the most important factors determining your commitment to the US Army?**

### *Ability to Influence*

1. Ability to Influence

### *Sense of Belonging*

1. Sense of community/belonging
2. Loyalty
3. As someone without prior military experience, I am treated as an outsider here at TACOM-Warren. Additionally, civilians are not afforded the same opportunities for promotion that are given to prior military, regardless of qualifications.

### *Benefits*

1. Benefits that aren't available in most private jobs.



2. Health/Dental care, retirement, annual leave.
3. Retirement
4. They take care of me, I take care of them.

### *Co-workers*

1. teaming
2. co-workers
3. People
4. Sharing the same values as my co-workers
5. others
6. Contributions to team

### *Compressed Work Schedule or Flextime*

1. Amount of time spent with my family (vacation, holidays, etc.), being treated fairly for the work I do (pay/compensation), ability to grow in my abilities (master's classes), being able to use the VanPool

### **Empowerment**

1. When I am part of funding decision making process
2. Not losing the empowerment, I've been granted by my supervisor.
3. Responsibility, Empowerment and Salary

### *Enjoyment of the Job*

1. Enjoyment of the job. I will not leave for more money, but I will leave for job satisfaction.
2. enjoyment of my work
3. My level of happiness

### *Equal Treatment*

1. equality and fairness
2. fair treatment and respect
3. The Army treating people right.

### *Growth Opportunities*

1. Advancement opportunities and pay

2. Education and promotion opportunities as well as participation with challenging projects
3. My commitment to working for the Army is based on their commitment to me. My potential and growth opportunities that supposedly lie ahead of me.
4. mutual growth and learning. I would hope the Army has as much to learn from me as I have to learn from the Army. The Army is a great organization; however, there is completely too much red tape and fat.
5. Possibility for advancement.
6. Opportunities for advancement in responsibility and locations of duty stations.

### *Job Security*

1. Job security in an uncertain economy; providing for my family, having healthcare
2. Job security, career mobility, and service to the warfighter.
3. job security. promotional opportunities.
4. Job security.
5. Job security and promotion opportunities
6. Most important is the feeling of job security. Depending on funding in the future and whether I believe the army will retain me or reduce their workforce
7. The investment that they have made into me, job security
8. Not having the fear of layoffs Helping the war fighter do his job for our country
9. Security of a job
10. Government positions are hard to get selected for and seem to have more security than the private sector

### *Quality of Leadership*

1. Those above me, and how they lead.
2. The quality of leadership, healthcare and pay incentives.

### *Limited Alternatives*

1. Other job alternatives

### *Sense of Obligation*

1. Sense of duty
2. Currently serving in the US Army Reserves for 21 years, commitment, loyalty
3. My father retired from the Army and so did my wife. I feel like I am giving back for all the hard work and sacrifice that they gave to the Army.

4. I owe the Army for where I am
5. They paid for my education and are currently paying for my masters. The Army deserves to keep my knowledge base for a while.
6. Some folks stuck their neck out for me when I was hired, I intend to give them a good return.
7. What commitment that Army will make in me and my group
8. The Army's commitment to me and the pursuit of my own passion and purpose.

## *Pay*

1. fair and competitive compensation, believing in the mission, opportunities to develop professionally
2. For someone with my age, education, and experience, the job still pays me at or just above the average market salary for my work. Should that change, I will have to re-evaluate whether the benefits offered to me by the US Army are worth the value of my time as compared to other, much less bureaucratic and much more agile, private industry positions.
3. competitive salary, opportunities for advancement
4. how I'm treated, my reviews, raises
5. Level of Pay and IT Supervisors in ILSC are underpaid. We should be at the NH04 level. Also, there has been no recognition for achievements. No letter of appreciations, no coins, no nothing.
6. PAY AND BENEFITS; SENSE OF JOB STABILITY.
7. Job satisfaction, maintaining pay and benefit levels
8. pay and benefits
9. -Pay, benefits and a sense of belonging to the Nation's military in an engineering capacity.
10. I was brought in with the large hiring fair (though I was working at the time), for equivalent pay out of the auto. industry, with no prior government experience. I am most thankful to the administration and the command for that. My father served quite some time ago in the infantry in Korea. The US Army does incredibly important work all around the globe, and especially at the individual level, in a very selfless way where sacrifice is understood to be a potential requirement to complete a mission. That is inspiring. Also RDECOM is sponsoring/funding Master's level coursework on my behalf.
11. Amount of money spent towards my training and education

## *Recognition*

1. I want to find a job that makes me feel like what I do matters, but I would like it to be in an engineering capacity, not contract managing
2. Being recognized for a job well done. Doing meaningful work which directly benefits the soldier
3. Level of involvement and recognition of exceptional effort above and beyond grade restrictions.

4. Make good use of my experience. Feel to make a difference, and able to help the army to move forward in a good direction. Receive recognition and have an opportunity to lead.

### *Relevance or Meaning of the Job*

1. If I feel that I have an identity, or purpose, then my commitment increases. If I am just a number, then my commitment decreases.
2. Only one, seeing the Soldier using and benefitting from the equipment that I design and integrate
3. I am committed to doing the job asked I want to do right by the warfighter.
4. Contribution to the country, making a difference, helping defend our nation
5. Oath; Being an American; Obligation to do the best for the Soldiers
6. The organizational values, opportunities for growth, organizational structure.
7. I want to be here
8. Knowing that my work makes a difference and that I can support the Soldier.
9. I am committed to the ideals, but I don't see that same commitment in my organization.
10. The big picture, and being part of something important
11. soldier safety
12. Commitment, loyalty, accomplishing tasks.
13. Sense of supporting the soldiers
14. Army's commitment to me and its people
15. proud to be an American and the army helps protect those freedoms that I enjoy
16. A sense of "giving back" or "serving" as a duty to my country and the Soldiers.
17. Knowing the service I provide and equipment I support has a direct impact on the Soldier
18. The behavior of veterans.
19. anyone fighting for America
20. I am a retired US Army Chief Warrant Officer 4 and I really like working for the Army I served in. I would like to see my organization utilize my skills and experience.
21. The need of the service to the war fighter
22. Dedication
23. The support of the warfighters
24. I am committed to helping our service people, especially in wartime. I feel I could do a better job with training and support.
25. job satisfaction, the support for the soldier
26. Retired from the Army
27. Patriotism, Duty to my country
28. Support of the soldier
29. Security and independence in our country for all.

30. It allows me to work for the Soldier who puts his life on the line for my protection.
31. survivability of the warfighter
32. Past uniform service, honor, duty, and commitment to our folks in uniform. To serve my nation in any capacity.
33. Mission, Salary, flexibility of benefits, integrity of my supervisors and co-workers
34. Try to pay back what the Army has done for me
35. Knowledge of serving the soldiers, military family legacy, and knowledge of serving the taxpayers are the most important factors.
36. My father is retired military, money spent on training.
37. Warfighter needs,
38. The Army is the nation's backbone. Our nation. Of course I would be committed to it.
39. Service to Country.
40. All US citizens owe a great debt to the men and women of the Army that sacrifice so much for our freedoms and way of life.
41. I feel I can positively impact Soldier's and their lives.
42. Importance of my work, and how good I am at it.
43. Supporting the war fighter.
44. Patriotism.
45. Giving the soldier the best equipment possible.
46. Meaningful work
47. Our soldiers lives are the most important factor.
48. being able to do something positive for someone in the service
49. The mission purpose, the support to the warfighter. The environment of working on a team.
50. Taking care of soldiers
51. Love of Country; Belief that our Army plays a significant role in protecting our way of life; Belief that our Soldiers deserve our best efforts
52. Soldier Support
53. The importance of what I do.
54. Having a direct impact on the warfighter.
55. Seeing that our work can make a difference to the soldier. And the feeling valued as an employee.
56. Knowing that the work I do improves the lives and effectiveness of the soldier. Job security and benefits is also very important to me.
57. a feeling of pride in working for the Army, importance of the work to the warfighter, a feeling of making a difference
58. 1.) Supporting the warfighter and duty to country. 2.) Feeling part of improving our army and country.

59. I have been working with and for the Army for the most part of my life.
60. commitment to the soldiers
61. having my kids and grandkids not having to worry about idiots abroad.
62. I retired active duty AF and want to remain with the government (regardless of branch)
63. I spent 20 years in the Army and retired. Now I am a civilian working with the Army and feel it has been very rewarding over the years to see the impact I have had on young soldiers and how each one has grown and developed.
64. Serving a Great Nation-
65. helping our soldiers
66. support for the armed services and feel that I am contributing my part to the security of the United States of America, the Army and most importantly the soldier.
67. 1) Helping my cousin's husband and his friends survive their tours of duty in Theater. 2) An unsatisfied desire to be part of the Army since I was a little kid / young Adult.
68. helping the warfighter
69. Duty, Loyalty, Honor.
70. the love of my country

### *Sense of Accomplishment*

1. Performing a task to the best of my ability
2. Strictly job satisfaction.
3. Making programs better and reducing things that don't pass the common sense test
4. Personal pride and support of the soldiers.
5. 1. Sense of meaning and accomplishment 2. Opportunity to assume a leadership role 3. Financial compensation
6. My own sense that my contribution is important - that leaving would impose a hardship on warfighters.
7. Work satisfaction
8. Sense of belonging to an organization greater than oneself.

### *Work Environment*

1. Positive work environment, Education/Training, Promotion opportunities, Job Security
2. Family Attitude towards one another, having the right tools

### *Values*

1. Integrity

2. trust, give both ways, appreciation

## **What factors have the most positive impact on your level of job satisfaction?**

### *Challenging Work*

1. Challenging and meaningful work,
2. Doing what you like, being challenged, being rewarded for a job well done.
3. challenge, sense of accomplishment, compensation
4. challenge, empowerment, new projects
5. Challenging, rewarding work

### *Co-Workers*

1. Respect and good relationship environment
2. Positive group dynamics.
3. co-workers
4. going to meetings and working with a lot of other people instead of sitting in a cubicle
5. Training and teams willing to work together.
6. commitment of others around me. positive attitudes. promotional opportunities.
7. Working with the right people. Team work. Good leadership.
8. Being able to contribute as a team member to solve a problem.
9. Good relationships with supervisors and coworkers, adequate compensation, opportunity to solve new problems for the benefit of the Army
10. I Love the people I work with and for.
11. RELATIONSHIPS/INTERACTION WITH COWORKERS; SENSE OF CHALLENGE AND STIMULATION.
12. Working in an environment of mutual respect, sharing, learning, and applying solutions. Our BA within the EBG of TARDEC by and large successfully accomplishes that.
13. Good people trying to do right by the warfighter, embracing training, work life balance
14. Doing my job the best I can and working with people that care.
15. Involvement of people, training opportunities, benefits, Michivan benefit
16. camaraderie, pay.
17. Some of my co workers have made it satisfying.
18. Interpersonal Relationships, and the ability to get what is needed done.
19. Support from peers, teamwork, encouragement to advance
20. Friendliness and professionalism of those around me, the lack of emotional stress, and the fact that I get to learn something new every day on the job.
21. Peer camaraderie and trust.

22. Teamwork
23. Interaction with great people, feeling of accomplishment when tasks are done.
24. Co-workers

### *Customer Satisfaction*

1. Customer satisfaction

### *Compressed Work Schedule or Flextime*

1. Time flexibility- being able to take care of personal responsibilities without being nickel and dimed for every minute or hour away from work. Also, being able to work remotely.
2. Flex work schedule, people, what I'm doing
3. Work schedule has the most positive impact, currently.

### *Empowerment*

1. Ability to influence
2. Assignment, self directed
3. 1) Being empowered by my supervisor to the job the way I feel is best. 2) Lots of opportunities to help in many diverse areas.
4. Empowerment
5. Able to lead projects on my own.
6. Empowerment.
7. Autonomy and trust given to me by my immediate team leader and supervisor. I recognize that I am not yet 100% effective at satisfying the bureaucratic requirements imposed by the existing system, and they are both patient and supportive in my efforts to bring my work up to our group standards.
8. Accountability for meaningful assignments, tasks, projects and the autonomy to complete them how I best see fit.
9. Empowerment
10. Teamwork. Ability to work independently and seek guidance when needed.
11. empowerment & recognition for success
12. Independence, a good team mix, supervisor support.

### *Growth and Development Opportunities*

1. Education
2. personal training, pay, locality, good benefits, strong working relationships



3. growth; satisfaction
4. My independence, potential, and growth opportunities weigh heavily on my job satisfaction.
5. Training provided during duty hours for the every-changing databases and certification requirements, compressed work schedule, no micro-management, leaders who do not create their own standards which conflict with Army Policy and CDR TACOM Policy, and demonstrated common sense leadership
6. Promotion opportunities, Providing care & service to all branches of services
7. training, knowledge.
8. Opportunities for advancement and the support from my team and supervisors.

### *Values*

1. Integrity
2. Systems efficacy, integrity of my supervisors and co-workers

### *Job Security*

1. Security, pay; performing a meaningful job
2. Security

### *Quality of Leadership*

1. Leadership and professional growth along with timely personnel actions.
2. Competent supervisors who were promoted based on experience, skill, and aptitude to lead others.
3. Good leadership.
4. Good leadership and positive attitude.
5. Having a leadership that is willing to help out when and where needed.
6. Good leadership and good teamwork - less bureaucracy.
7. Knowing that the leadership has confidence in my ability to complete challenging tasks.
8. management ability to lead and be fair, time off, pay
9. Effective leadership, effective teamwork, recognition for the work I do, effective supervision
10. Loyalty, Integrity, and Personal Courage on the part of leadership.
11. 1. Good leadership and management (i.e. reasonable, rational, data driven) 2. Having meaningful work with the ability to be creative 3. Opportunities to experience new jobs, roles, and responsibilities
12. Skilled and effective leaders that are able to create teams.
13. Great supervisor.
14. Support to complete my projects (direct supervisor), being recognized for the work that I have

- completed, ability to continue to use the onsite workout facility
- 15. amount of work, supervisor, pay, benefits
- 16. getting the correct information for me to complete my job
- 17. Resolution to any issues that arise

### *Pay*

- 1. Using my degree, pay scale, bonuses for recognition of a job well done.
- 2. Pay, commendation
- 3. -Same as above. Pay and benefits are good and being a part of national security are great motivators.
- 4. Having the financial security to be able to focus on work that is meaningful and produces results that make a difference.
- 5. Money and flexibility.
- 6. Financial stability
- 7. compensation

### *Recognition*

- 1. Management recognition of new innovative or improvements in existing process.
- 2. recognition and trust
- 3. Positive outcome of my work
- 4. When I am recognized for the job that I do.
- 5. recognition, pay and benefits
- 6. Positive feedback, promotion
- 7. Level of involvement and recognition of exceptional effort above and beyond grade restrictions.
- 8. Recognition from the organization, feedback from the field
- 9. A simple "at-a- boy" for a job well done and appropriate pay for level of responsibility
- 10. being told I have done something well
- 11. Appreciation of the job that I do, the people that I work with.
- 12. Recognition
- 13. Supervisor acknowledgement, working on significant tasks, good benefits
- 14. Recognition for a job well done, by peers, managers, and our ultimate customer - the warfighter.  
Clear, focused strategies for developing and implementing key technologies.
- 15. recognition
- 16. Appreciation shown through monetary compensation and promotion.
- 17. Recognition of accomplishments and tasks completed by Management.
- 18. Recognition from superiors.

19. Feeling appreciated with my work.
20. rewards, recognition, personal growth, promotion to higher level of responsibility.
21. Recognition for my work

## *Relevance*

1. Performing meaningful work; a work environment free of petty squabbles, politics, and backstabbing; opportunities for promotion.
2. When something I've done helps others.
3. Being allowed to work on interesting, relevant job assignments, in my area of interest.
4. When the work I do makes a difference
5. Relevance
6. Importance of work, level of difficulty, promotion potential, sense of belonging
7. Soldier's appreciate for what I am doing for them when they are the ones making all the sacrifices, while I'm just providing them with the best tools to do their job and protect themselves
8. That I am actually doing work that benefits the Warfighter and possibly saves lives. Job security is nice. The work-life balance is very good.
9. The soldier
10. The work I do. The impact it has on the Army. The recognition it receives. The people around me. My management team.
11. When I see the fruit of my labor in terms of significant savings on follow on contracts.
12. participating in meaningful work that makes an impact on others
13. actually seeing what your doing is making a difference
14. Knowing that it is helping the warfighter, level of security
15. The positive impact my job has on soldiers and their ability to perform their duty.
16. knowing the soldier is being taken care of in a positive way.
17. Helping the warfighter
18. The soldier in the field.
19. Meaningful work in my career path.
20. helping the soldier get the job done
21. Teaching my customer the right way to do day to day business to support the troops.
22. Belief that my efforts contribute to a positive/important outcome; Camaraderie with coworkers
23. Soldier Support
24. The importance of what I do
25. Directly supporting the warfighter
26. supporting the US Army
27. Working with Soldiers

28. Ability to support the war fighter.
29. I really do feel that I have an impact to the soldier. I would always work in the defense industry, even though I could make more money outside it, but I like to know that I am helping our country and our country's soldiers.
30. Helping save lives, sense of empowerment, sense of duty and loyalty

### *Sense of Accomplishment*

1. The factors with the most positive impact are sense of accomplishment, teamwork, relationship with management and coworkers.
2. Type of work I am doing
3. Contributions to team
4. Task accomplishments Gaining certification in various department levels
5. developing/maturing projects that can be fielded
6. Successfully completing goals/missions
7. Being utilized in the capacity I was hired for.
8. Being able to successfully complete tasks that had not been completed in the past.
9. When we can get things done and the organizations are competent.
10. See project get fielded and receiving positive feedback from the field.
11. ability to work on technical and research issues, ability to work on areas of interest
12. Doing things that I enjoy and feel a sense of accomplishment as well as doing something that supports our war-fighters.
13. Seeing the success of each and every soldier and employee and how they succeed in making things happen.
14. Seeing the impact on real people in the Armed Services
15. making changes to improve the product support
16. Sense of accomplishment. Believing that there is something valuable that has been put into place by my efforts.
17. Sense of accomplishment, positive feedback.

### *Work Environment*

1. Being able to travel to work sites and see the process unfold
2. Positive work environment
3. positive work environment

## What factors have the most negative impact on your level of job satisfaction?

### *Apathy from Others*

1. employee morale, lack of production by some employees, lack of ability to make the contractor produce a quality product
2. hurry up and wait
3. Waiting to receive replies back from parties that can provide information to what you are currently working on. This is understandable at times but some do not even reply back at all.
4. The relative lack of urgency on the part of many employees. Too many people are WAY too comfortable in their jobs.
5. lazy and incompetent coworkers that should retire or be fired but are retained, uncooperative coworkers
6. too many slackers, horrible supervisors, old boys club, people getting promoted because of who they know not what they have accomplished, zero accountability, no change or very slow change
7. my job and the people that surround me that don't care.
8. There are some in different teams I feel are with DOD just for a pay check. They don't seem to grasp the fact the assets they manage goes out to a soldier under fire. The longer they wait to do what they are suppose to do, will determine if this soldier comes home alive or in a body bag.
9. Individuals that seem to not care about the organization. No clear career path.
10. People around me are either really new or do not know the process and are not cross trained, everybody stays within their own lane because nobody knows other positions.
11. Others not doing their job, so I have to do it for them, lack of organizational communication, lack of supervisor involvement (in professional development, career planning, and projects), being forced to into doing projects that defy logic and engineering ethics
12. When the "little" extras that I do, above and beyond my required duties, are made to seem trivial and unappreciated.
13. Others inability or unwillingness to do their job.
14. Far too many people at TACOM are not soldier focused and have no sense of urgency and they advance because management fails to hold them accountable.
15. Too much negativity.
16. others not taking it to heart
17. getting people to follow Army regulatory guidance.
18. Seeing complacency, and people passing the buck
19. not getting responses from my chain of command when needing questions answered. Even if it is "I don't know"
20. Lack of interest from people that do not have experience in the vehicles or experience with vehicle

design to understand how their decisions effect the product in the end.

21. Culture which doesn't care about getting things done on time. Not having control over the project I am working on, and being at the mercy of the Program Office. In automotive the Engineer had complete empowerment in regards to the project they were working.
22. Workers not doing their work, issues dealing with lazy types of people.
23. having to deal with co-workers who don't realize the importance of what we do, and how it may impact Soldiers lives out in the field.
24. People that don't consider input from others

### *Lack of Benefits*

1. no defined pension plan
2. lack of maternity leave/short term disability, wage freeze by Obama

### *Bureaucracy*

1. budget cuts and bureaucracy
2. Red tape, political BS, questionable decision making
3. bureaucracy, e-mail leadership below CG, Nepotism within TACOM
4. Red Tape and a 100% lack of direction
5. All the red tape and requirements that we have to go through
6. bureaucracy

### *Poor Communications*

1. Communication, supervisor confidence. Availability of training opportunities
2. Communication with the leadership
3. Overall poor guidance and direction, seeming lack of focus, negative attitudes of coworkers that go uncorrected and lack of interest by upper management to communicate with employees for information or the sake of morale.
4. Poor communication (silence) and being tasked to perform at a pay grade higher than actual without promotion (temporary or permanent)

### *Lack of Empowerment*

1. lack of empowerment, lack of communication from upper management about happenings, slow pace

### *Lack of Equality*

1. No respect, unfair treatment
2. Seeing other co-workers who are paid higher do less amount of work and not get counseled at all.
3. Somewhat uneven workload distribution and performance (including expectation of level of performance). After having worked at 7 private firms in the automotive industry, I can confirm that issue is not unique to this command (it is prevalent virtually everywhere).
4. Dissimilar treatment for similar work performed, and conversely, similar treatment for dissimilar work performed - underperformers are rated the same as high performers because it requires less paperwork.
5. Teaching people who have been in the army years longer than I have how to complete their own job. I came to the Army because I believed that I could help the soldier more here in the Army than doing R&D for a defense contractor. I feel that my previous experience working for an Army contractor gave me a better insight into the Army's own policies and procedures, than people actually working here. Most people I interact with don't know/don't care about the Army's procedures/policies and it really shocked me when I came here 2 years ago.
6. Coming into the Federal Government work environment (the Federal Government "does not discriminate in hiring practices based on age, race, gender, religion, national origin, handicap, etc.") and discovering that people half my age with no military experience like myself were hired at 2 pay grade levels higher than me. It shows me that the government is no better at hiding discrimination than any other company, when the government is supposed to lead by example. It makes a mockery of the no discrimination clause.

### *Lack of Growth and Development Opportunities*

1. Lack of training and support.
2. Lack of opportunities to use skills from my college degree has the most negative impact, currently.
3. lack of growth
4. Being held back, not being permitted to learn more about my own area or another area.
5. Inability to move up the logistics chain, not effectively helping the soldier(s) in need of proper equipment
6. The promise of advancement with no follow through by superiors.
7. The inability to "move around" to different offices as a Cost Analyst. Promotions are set such that they are for the seats we already are in. Rarely do collocated analysts move around. To me, this does not promote job growth and diversity.
8. Limiting my ability to perform certain functions based on arbitrary time in grade standards. If time-in-grade standards are the only option for advancement, there needs to be another program for

individuals who perform exceptionally well during their "intern" period. Private industry has specific programs for individuals that identified to be candidates for future leadership/management positions. These candidates are nominated by current leaders based on exceptional job performance, and are placed in a rotational program that develops them beyond their original job functions into all facets of the greater organization, then lets them choose based on their experience and recommendations of senior leaders. The Army needs this.

9. The "Old Boys Club" that prevents upward movement because the selection process is so flawed and they take the people that have been underachievers and promote them to get them into another department/team to get rid of the problem to someone else.
10. No promotion capability
11. Not being utilized. Not having corrective actions required for faults found during audits. Not receiving a step raise in pay in the 1 year 11 months I have been employed by the US Government.

### *Lack of Job Security*

1. BRAC
2. Insecurity; irrelevant job functions; no growth potential; not being utilized fully
3. wondering where or how long i will have a job.
4. Possible RIF
5. Job security, possibility of a RIF
6. Fear of job loss, RIF's
7. Uncertainty about budgets and the possibility of RIF. Also, when standard procedures are not followed or not known.

### *Lack of Quality Leadership*

1. Micromanagement
2. No sense of direction, lack of leadership involvement in growth, Not knowing what's going on until the last minute.
3. Lack of guidance, lack of leadership from the GS14 level and above.
4. Leadership that wavers
5. Poor management/supervision
6. micromanagement by RO's of the PSID. Doing the same task 3 different ways in the same time frame
7. Supervisors / Management
8. Micro management. Trivial busy work assigned to justify our existence. Gross levels of inefficiency and duplication of work. The army does not make good use of modern information technology to manage billions worth of equipment. Data needs to be visible and available to all levels of



- management.
9. Lack of organizational direction. There are no negative repercussions to those who choose to do very little or nothing to contribute on a regular basis
  10. The funding/budgeting process and chain-of-command management paradigms are driving the wrong behaviors. There is too much territorialism and fears of "mission grab".
  11. Micro-Management, poor leaders and mistreatment by poor leaders of employees
  12. The apparently fundamental opposition of work and interests between my immediate supervisors, and the Requirements officers, the two groups barely being able to cooperate on a professional level, much less on a personal level. Leadership, while existent, has not made itself known, and in those situations where senior leadership has intervened, it has been to support the requirements officers without any apparent interest in the position taken by the employees tasked with performing the work in question.
  13. Poor leadership, seemingly redundant/unnecessary taskers, training (often outdated and irrelevant), retaining ineffective employees (lack of effort to discipline)
  14. No one is accountable for their actions or their responsibilities.
  15. Accepting a challenge and then having a supervisor that has no clue what I do or the level of responsibility and workload involved in it.
  16. Leadership, loyalty
  17. Incompetent supervisors who were promoted based on time in grade.
  18. management
  19. Management not addressing the personnel issues that exist when employees are not performing up to the expected level. Management not providing clear direction. Supervisors who are not good leaders/managers.
  20. 1. Bad leadership and management (i.e. inefficient, no planning/direction, void of rational thought)  
2. No opportunity for advancement 3. Poor financial compensation
  21. Having a supervisor that trusts me to do my job and doesn't micromanage.
  22. management being indifferent of individuals striving for improvements and increase in productivity
  23. When my supervisor micromanages me, when my supervisor doesn't give me meaningful work to do
  24. Prioritizing relatively meaningless tasks that some bureaucrat thinks is important (like dog and pony shows) above the jobs that can really benefit the soldier. Too much clerical work, not enough real S&T.
  25. Management and their politics.
  26. Inattentive leadership that does not understand the issues at the "tactical" level
  27. My supervisor
  28. Poor management. Lack of employee accountability and professionalism. Inconsistent policies

within various work areas. Work area is too focused on parties, birthday celebrations and collecting money. I just want to work!

29. Lack of upper management support. Useless taskers and actions (redundant walk throughs). Upper management's actions (late to meetings, redundant walk throughs, excess meetings) often convey the message that associates time is not important (this would not be tolerated in private industry).
30. Less than helpful supervision
31. The lack of support and lack of interaction with the SES level personnel within this organization.
32. Incompetent supervisor. Lack of challenging assignments. Lack of flexibility/creativity.

### *Meaningless Work*

1. repetitive mandatory classes on ethics, drugs, drinking, suicide, human trafficking and all the rest of them
2. monotony, meaningless paper pushing
3. certain taskers
4. Repetitive
5. Not sure , doing only menial work. Need a mixture of projects and sub work.
6. Pointless work, lack of importance, and coworkers have lack of intelligence in logistics.
7. Leadership coming up with useless projects and taskers to justify their position.
8. redundant work
9. Not challenging enough, no technical nature, and my associate director does not appear to like me
10. Lack of meaningful and/or challenging work.
11. Being forced to do time wasting assignments, having no control over my job, realizing that advancement is not like advancement in industry, and seeing that recognition is based on personal relationships, not performance.
12. Senseless work, no direction, micro-management
13. Doing mindless contracting, be it watching SBIRs or what have you.
14. Type of work I am doing
15. Monotonous activities
16. Management that is unaware of what I do. Not being challenged. Being asked to do things that are outside my area of expertise & experience.
17. every day of work
18. Doing Government busy work
19. See #16: Unimportant work, work that does not fit my skill set, etc...

### *Pay*

1. Pay and benefit cuts, too much work in the amount of time available, lack of feedback on my work
2. Level of Pay and IT Supervisors in ILSC are underpaid. We should be at the NH04 level.
3. Pay. It seems to be based on seniority instead of performance. I do not think that this will be good for me once I receive my MBA. I think that my only options to use the MBA and stay with the Army would involve doing more work for the same pay.

### *Lack of Recognition*

1. seeing non performers being rewarded
2. When you do not know how the organization views you in the present, or how you will fit within the organization in the future. Strategic leadership planning is poor within our department due to lack of communication, planning, and restrictive processes.
3. The last several years, I feel as though my performance ratings were not based on performance, but rather based on external factors outside of my control like forcing people into a pre-conceived performance rating distribution and the budget available for promotions. I will note that it appears this year I got an appropriate performance rating.
4. recognition/promotion to poor performers & poor direction
5. recognition given to others in error
6. To work hard to go above and beyond and yet get rewarded the same as someone doing the bare minimum. To be told I can't take a lateral position because my team doesn't want to lose my "slot".
7. staying still, not being recognized, unclear whether my actions are having any impact.
8. Lack of pay for performance, very limited opportunities for advancement, negative stigma that comes from not being a life-long GOVT employee, many others.

### *Lack of Teamwork*

1. Contributions to team

### *Work Environment*

1. Constant short suspenses.
2. Work stress
3. Stress
4. being contractually backed into a corner in getting things done
5. Too much travel (this has not been a problem), pay freezes or salary increases that are not at least keeping up with inflation

6. travel restrictions, not being able get out and visit the customer
7. Tight cube space, conflicting direction with various groups and departments, lack of leadership focus, little strategic direction
8. Crappy workspace
9. gossiping in the workplace. Not conducive for growth nor teamwork.
10. Hostile work environment, inept leadership, leadership overly concerned that employee's are not dressing as if they were modeling in a fashion magazine, leadership which creates clicks, lack of pay incentives for hard work, high performance and the reduction of health benefits to name a few.
11. privacy. my workplace has little privacy to tune out activity
12. Arbitrary policies, disrespect, lack of inclusiveness and appreciation for diversity
13. office / government political issues interfere with the technical decisions.
14. Drama, gossip and nasty bosses.
15. Micromanagement; a hostile work environment created by the presence of high-GS Army retirees who have neither the technical competence nor the emotional maturity to function in an office environment as employees, much less in a leadership role; dishonest upper leadership; lack of promotion potential.
16. most attitudes toward the job
17. Negative attitude of others
18. poor supervision and social interaction, hostile work environment
19. All of the politics and general BS. The layers and lack of decision making at any level. No one will commit to anything.
20. being surrounded by disgruntled employees that have been here for 25 years and they lack of appreciation they have for their job; lack of accountability due to culture
21. forms, taskers, poor building facilities, extremely bad computer systems and networks, contracting actions
22. Work area Politics and in fighting.
23. Seeing some of the politics play out that have nothing to do with the customer but can impact them greatly in the negative
24. Negative work environment
25. negative work environment
26. 1.) Hostile work environment. 2.) Back stabbing, everyman for himself mentality. (caused by Item 1 here.) 3.) No appreciation for what I do and most of what I do is a waste of time, with no outcome. 4.) tremendous waste of time and money across the government. We are not providing the best value for the tax payer. 5.) I feel like I am partly to blame for the national debt due to the nature of my job.
27. Lack of proper tools (aka the computing systems we have here at TARDEC); employee associates

that make minimal contribution and drag down the rest of the organization; supervisors that impede or don't empower; the inability to do what is right; associates who don't value the monies we are entrusted as their own; leadership who build themselves new, pretty offices and nice cafeteria's when Soldiers are dying in theater.

28. Not having the right tools to do my job correctly

## **What factors have the most positive impact on your level of commitment to the US Army?**

### *Accountability*

1. Accountability

### *Benefits*

1. Benefits, pay, promotional opportunities.
2. Retirement
3. Benefits, retirement
4. Health care, pay incentives/Step increases, trained leaders, mission related training to obtain required certifications and enhance one's ability to accomplish the mission, and the timely flow of information/communication. Adhere to published standards-not creating one's own which conflicts with published policies, etc.

### *Communication*

1. OPEN COMMUNICATION; SENSE OF STABILITY.

### *Co-Workers*

1. Positive interaction with coworkers.
2. co-workers
3. The camaraderie I feel with my fellow employees.

### *Equal Treatment*

1. The Army treating people right.

### *Growth and Development Opportunities*

1. Large number of opportunities to grow, advance, and develop thru training and experience levels.

2. continuing to move forward..
3. opportunities for development and professional growth, competitive salary
4. Steady increase in amount of responsibility and promotions
5. The level of training and support available as a civilian employee.
6. Not placing restrictions and limits on incentives/advancement for individuals performing at exceptional levels. If time-in-grade standards are the only option for advancement, there needs to be another program for individuals who perform exceptionally well during their "intern" period. Private industry has specific programs for individuals that identified to be candidates for future leadership/management positions. These candidates are nominated by current leaders based on exceptional job performance, and are placed in a rotational program that develops them beyond their original job functions into all facets of the greater organization, then lets them choose based on their experience and recommendations of senior leaders. The Army needs this.
7. Growth/development opportunities.
8. The Army provides an opportunity for professional growth through daily work experience, On-the-Job training, professional development classroom training, and the opportunity for tuition assistance in my own pursuit of education.
9. Opportunity for advancement, training
10. Promotion potential, family attitude towards one another, having the right tools for my job
11. opportunities
12. The seven Army values. Opportunities for promotion and growth with the Army. Paid training and development courses.
13. promotion

### *Job Security*

1. Job security
2. Job security and servicing the warfighter.
3. Job Security, ability to relocate

### *Quality of Leadership*

1. That a lot of my higher leaders/supervisors are from the military and understand what we do effects the battle indirectly.
2. Belief that it is a well-led, professional organization, with high (morale) standards of conduct
3. Competent management (direct supervisor, middle management), ability to continue to take masters classes
4. Good leadership and good teamwork - less bureaucracy. Opportunities to apply systems engineering experiences.

### *Pay*

1. Job Satisfaction and Salary
2. pay, education benefits
3. great pay, great benefits; and a job that makes a difference in our world
4. Compensation, job assignments (including level of empowerment), scheduling flexibility, support to do my job.

### *Recognition*

1. Feedback from actual warfighters on the product I work on. - My cousin's husband and his friends.
2. When I get recognition for my accomplishments
3. being recognized and promotion
4. positive feedback from supervisors, customers
5. Appreciation and individual freedom
6. Being rewarded for a job well done and for loyalty.
7. recognition for a job well done
8. recognition
9. The appreciation of the staff, the service provided to the warfighter, future opportunities.
10. I can see results in the work that we do her. Getting feedback and knowing we helped deliver good products makes me more committed to doing what I do.

### *Relevance or Meaning of the Job*

1. Contribution to the country, making a difference, helping defend our nation
2. family pride
3. believing in the mission, opportunity to do work that benefits the warfighter, training and development opportunities
4. I want to see the work we do move forward, we need leaders that align our work with actual needs
5. When I know that my work has a positive impact on our warfighters and that I am, in part, responsible for their lives that they put on the line everyday for us. I am extremely proud of them.
6. My history with the military and my service to the US Army.
7. The mission of the army, the commitment of soldiers ready to defend this nation.
8. 20 year army vet
9. I served 20 plus years in the Army and I know the civilian work forces can make a big impact on supporting soldiers and their family.
10. Knowing the things I do make an actual difference in real world situations.
11. Being Retired Army and knowing firsthand how important it is that the civilians on this end do

their part.

12. Role the Army (DoD) plays in ensuring freedom around the World
13. feeling of supporting our troops, the human factor
14. ability to make a difference
15. American Armed Forces in harm's way, MG Stein is impressive
16. Every email I get about some poor kid who just gave his life for me
17. Past service and dedication to the mission
18. The duties of my job and the mission of the US army and the war fighters
19. ability to make a difference for the troops
20. The ability to participate in processes that either bring new capabilities to the Army, or to permit sustainment of current capabilities in a more efficient and/or effective manner.
21. Gratitude from the soldiers. Commitment of leadership to do the right thing for their workers and the Army.
22. I have several family members that are/were service members. I want every service member to get the support they need. They are sacrificing much more than anyone knows.
23. Knowledge of serving the soldiers and taxpayers has the most positive impact.
24. Serving in the Armed forces is critical to the Army as a whole. Each person civilians, contractors, & soldiers working together for a common goal-- support the mission
25. I am committed to the US Army and willing to serve in the capacity required.
26. Performing meaningful work and providing benefit to the soldier
27. Retired from Army and I feel like I still have something to offer.
28. Being able to serve my country in a positive fashion.
29. Helping/assisting soldiers, benefits.
30. The lives saved by the robots I manage.
31. Doing work that someone with 15+ yrs and MBA should be doing. Not doing work that a 1 intern can perform.
32. This is my country, and I am proud to help.
33. Active duty members
34. Getting a good product to the soldier and saving the tax payer money in the process.
35. Spent 22 years in the Army
36. 1. Sense of meaning and accomplishment 2. Opportunity to assume a leadership role 3. Financial compensation
37. Living in the United States and supporting our troops.
38. Being able to develop & deploy useful technologies. Focus on the mission. Management and Command dedication to strategic goals and priorities; not changing course due to political whims.
39. Seeing the soldier smile.



40. Making a difference for our soldiers
41. Feeling that what I do impacts the safety of the soldiers
42. Feeling that I'm making a real difference directing technology for the soldier and commercial sector.
43. One main factor is seeing the success of the soldiers.
44. mission success
45. Supporting the war fighter and job security .
46. Helping the Warfighter, my team lead's positive encouraging attitude
47. Knowing that I am helping the Soldiers.
48. Seeing first-hand an improvement in some aspect of support for warfighters.
49. I'm a veteran and military through and through. Just working for the DOD motivates me and gives me commitment to the Army.
50. My father is retired military.
51. When you know that you are working on important tasks. When you know where you are headed, career advancement planning (Although this is poorly planned within the Army)...most feel they don't know or they have to elbow their way to the top. Allowing elbowing to the top fosters Leadership who elbow and step on those below them.
52. -I work on the self-propelled howitzer and I consider that a "cool" and "fun" product to work on. It's a tracked combat vehicle that blows targets up with a 155mm high explosive projectile. It's something exciting and that keeps me going day after day.
53. Helping the Warfighter.
54. The ability to help the Soldier with solutions that protect them or remove them from harm's way.
55. Saving soldiers lives with the work we do
56. knowing what I do is helping our soldiers
57. Being a part of something as important and critical to the U.S as the Army! Job stability, although I am questioning this more recently. There were more opportunities to move to different jobs and advance, but this has also changed recently with hiring freezes.
58. Commitment to me.
59. Mission, Salary, flexibility of benefits, integrity of my supervisors and co-workers
60. Soldier interface.
61. job interaction with the soldier, supporting the needs the soldier requires to accomplish his mission
62. Providing support for the Warfighter
63. Knowing I am helping the war fighter everyday is what keeps me here
64. being able to work on research issues of interest to me
65. Right now all I have is serving my country. I wish I had much more, as spoken of above.

66. Our customer and what we provide to them.
67. The support of the warfighters

### *Sense of Accomplishment*

1. Sense of worth and belonging.
2. The dedication and self-worth that the job provides
3. Sense of what I do matters
4. Personal accomplishment of tasks.
5. my own work ethic
6. I will stay with the ARMY provided I find a niche in the organization that allows me to be a "real" engineer.
7. answering questions from the customer
8. Doing things that I enjoy and feel a sense of accomplishment as well as doing something that supports our war-fighters.

### *Teamwork*

1. Interacting with fellow employees for whom quick and accurate customer service is a priority.
2. Hearing speakers talk about their personal experience when protecting our freedom.
3. Contributions to team
4. My commitment is from within. What I would say is seeing the Army use so many of my ideas teaming with others is a huge encouragement.
5. Cross discipline collaboration and Synergy and sense of accomplishment.

### *Values*

1. Follow through of promises.
2. Personal integrity
3. Oath
4. Trust
5. trust, pay, pay increases
6. Sense of duty
7. respect for family commitments
8. personal beliefs

### *Work Environment*

1. Being able to travel and to learn more in my current position

2. Balance of work life. I love the Christian atmosphere here (like the Christmas Cantata and Chaplin support). I love supporting the soldiers and getting the chance to work with them.
3. Sense of community, the war fighter (having a cause and feeling like I'm making a difference)

## **What factors have the most negative impact on your level of commitment to the US Army?**

### *Lack of Accountability*

1. Poor performers permitted to continue the poor performance without consequence.
2. The failure of civilian leadership at TACOM to hold people accountable. Rules, policies and such are worthless here, people do what they want, spend more time on personal things then they do supporting the soldier yet come review time they are rated as stellar.

### *Apathy from Others*

1. indecisiveness
2. Poor attitudes, lack of interest and guidance by upper management
3. employee morale, lack of production by some employees, lack of ability to make the contractor produce a quality product
4. nobody is willing to try something new, a lot of employees have been hired from industry but nobody gets the recognition they deserve.
5. People that don't want to change because it been done that way for years.
6. The amount of non-productive workers in the workforce
7. The agency I work for has no idea of what is going on in the field. We are being managed by personnel more concerned with being politically correct that being effective.
8. Lack of commitment to me.
9. doing processes that simply are out dated
10. General ideas at work, lack of original ideas

### *Loss of Benefits*

1. Loss of benefits, distant management.

### *Bureaucracy*

1. The fact that there is a lot of indecisiveness in the Federal Government. Our national debt and spending is out of control and the problem seems to be only getting worse, not better. Now the federal government has decided to start "attacking" civilian employees by threatening pay freezes,

removing COLA increases, and potentially more cuts so that they can justify their spending. These potential cuts will not promote job satisfaction and will prompt civilians to leave for the private sector as jobs there become more readily available.

2. Politics, bad attitudes, fraud, waste, and abuse.
3. office / government political issues interfere with the technical decisions.
4. More Big Govt. issues than Army.-
5. Politicians
6. Current political strife, uncertainty of the future.
7. Bureaucracy and lack of creative thinking with-in the workforce
8. Political decisions that are not in the best interest of the Army
9. Too many different computer systems for the same job function.
10. Arbitrary policies, disrespect, lack of inclusiveness and appreciation for diversity
11. The politics and general BS. The layers and lack of decision making at any level. No one will make a damn decision.
12. Useless bureaucracy, wasting funds

### *Co-Workers*

1. The people within my organization.
2. Gossiping secretaries, people taking credit or taking over work of others.

### *Lack of Growth Opportunities*

1. Was not offered a rotation or development opportunity during my internship. Spending a few weeks or months in areas related to my current position. I did have general training getting to know those departments but not having any practical experience may make a difference in the long run. It would be nice to get a little more exposure just in case it may be an area to apply for a new position that is actually interesting.
2. advancement opportunities outside of the Army and Government
3. Lack of Promotion potential, Lack of family attitude towards one another, Lack of having the right tools for my job
4. The type of training for LMP really sucked, I had better training while I was on active duty.
5. keeping my put without considering my career path.
6. not having a fair chance at other positions
7. Chance of promotion
8. None really at this time. I hope that opportunities for career advancement are available in the short to medium term future.
9. The lack of future promotional opportunities or opportunities to use skills from my college degree

have the most negative impact.

10. Lack of training resources provided to civilian employees in specific fields. DAU is a great program for employee that are squarely involved in the logistics field, but there needs to be something for equipment maintenance programs for people that have never worked on a particular weapon.
11. The current lack of opportunities to advance.
12. Hiring freezes, fewer opportunities to make career moves, little adjustment in pay, concerns about job stability in future
13. Not getting exposure to other areas that impact my work
14. The promise of advancement with no follow through by superiors.

### *Unequal Treatment*

1. Limiting my ability to perform certain functions based on arbitrary time in grade standards. If time-in-grade standards are the only option for advancement, there needs to be another program for individuals who perform exceptionally well during their "intern" period. Private industry has specific programs for individuals that identified to be candidates for future leadership/management positions. These candidates are nominated by current leaders based on exceptional job performance, and are placed in a rotational program that develops them beyond their original job functions into all facets of the greater organization, then lets them choose based on their experience and recommendations of senior leaders. The Army needs this.
2. A culture of entitlement and pervasive conservative social views, compounded by the slow process of approval for work irrespective of how quickly it is completed.
3. recognition given to others in error
4. politics in the office, apathy of management toward poor performers and incompetent or lazy coworkers rather than seeking excellence
5. Poor/entitled behavior of veterans/active duty members
6. The lack of consistency between groups, the amount of wasted resources.
7. there is a definite sense of old boy network and sometimes (not being a veteran) I can feel as an outsider
8. Discrimination
9. As someone without prior military experience, I am treated as an outsider here at TACOM-Warren. Additionally, civilians are not afforded the same opportunities for promotion that are given to prior military, regardless of qualifications.

### *Job Security*

1. RIFs, uncertainty, loss of knowledgeable workforce due to retirements.
2. Returning from deployment and within 45 days being BRAC-d and forced to decide to leave my

family, friends, and community or give up my permanent position and accept temporary duty in the hopes that I will be picked up as permanent by a different organization.

3. SENSE OF INSTABILITY; FEAR OF POTENTIAL JOB LOSS THROUGH BUDGET CUTS; REPETITIVE AND SEEMINGLY MEANINGLESS WORK PROCESSES.
4. insecurity due to funding issues.
5. budget cuts and bureaucracy
6. Budget cuts
7. Not having job security. Too much talk about lay-offs/RIFs.
8. talk of layoffs
9. Possible RIF
10. The tie to political chaos (congress inability to produce a budget, fear of shutdowns and RIF actions)
11. A lack of communication within all echelons of the Army - blindsided by a RIF would definitely tell me there is no honor or loyalty to the employees.

### *Quality of Leadership*

1. Leaders without ethics, the appearance of a lack of Impartiality, the ability to obtain pay incentives/ step increases based upon performance/work ethic, etc
2. Opportunities outside the Army, Supervisors who are not good leaders/managers.
3. Micro-management
4. Lack of follow through by management on issues specific to our weapon system.
5. decision making at the upper levels, Nepotism within TACOM
6. Leadership that does the right thing only for themselves.
7. Lack of support at the job site.
8. Poor management/supervision, demeaning attitude of management/supervision
9. The inability of the chain of command within the organization to provide a level of concern for the personnel that work for the organization.
10. Poor Leadership.
11. poor leaders that do not have a vision of future needs
12. Ineffective leaders and lack of commitment.
13. supervisors and team lead treatment
14. Poor management. Lack of employee accountability and professionalism. Inconsistent policies within various work areas.

### *Meaningless Work*

1. Type of work i am doing.
2. Leadership creating extraneous paperwork to complete that is outside of the system that we should

be using.

3. monotony, meaningless paper pushing, working for short sighted people
4. 1. Meaningless/mindless work; no opportunity for creativity 2. No opportunity for advancement 3. Poor financial compensation
5. Not challenging enough, no technical nature, and my associate director does not appear to like me
6. Feeling like a cog in a machine that seems to operate with some agenda of its own, without direct positive impact on the warfighter.
7. having to do contracting work instead of technical work, poor building and computer facilities
8. When it seems that what I do makes no impact
9. See #17: Unimportant work, work that doesn't fit my skill set

### *Pay*

1. raises
2. Pay and benefit cuts
3. pay & advancement opportunities
4. Level of Pay and IT Supervisors in ILSC are underpaid. We should be at the NH04 level. Also, there has been no recognition for achievements. No letter of appreciations, no coins, no nothing.

### *Lack of Quality Work*

1. The production of poor performing vehicles for my family members to use.

### *Lack of Recognition*

1. When people who don't deserve recognition get it
2. Lack of recognition of accomplishments.
3. Lack of recognition for work
4. 1.) Not having a sense of accomplishment, appreciation for what I do, or a cooperative team environment. 2.) Poor management at all levels, who do not care to improve the hostile negative environment that adds greatly to non-productivity. 3.) Feeling that my supervisors and managers are out to get those who are competent, because they feel threatened by subordinates with capabilities greater than theirs.
5. Feeling like a contract monkey.
6. improper recognition
7. To work hard and go above and beyond and yet be compensated at the same level as others who are hardly even contributing.

### *Lack of Teamwork*

1. Too much competition between various groups - not enough collaboration to accomplish higher goals. Unclear roles and responsibilities between groups and individuals.
2. Contributions to team
3. The competitiveness of my office. The lack of teamwork because of the competitiveness. The overall feeling that supervisors have no idea how negative this environment is to work in. Not to mention the fact that the more incompetent you are the higher you climb in my particular office.

### *Wastefulness*

1. Bad buying decisions.
2. The waste of scarce resources, usually related to questionable program decisions such as a Crusader, Future Combat Systems (FCS), Paladin Integrated Management (PIM) program
3. government waste of taxpayer money and resources
4. Wastefulness, having to start as an intern even though I have worked for over 25 years.
5. Spending the money before it expires is usually judged as being more important than spending the money wisely. There is little courage to cancel failing programs and send the money back.
6. Seeing how the waste effort and money so easily. Words and seem to get twisted once they reach DC when they leave the field.
7. The waste of intellectual capital, the waste of citizens/taxpayer monies, and the inability to be more productive because of "security" concerns that make the honest employee work with rudimentary computing tools just in case a dishonest employee might try something .
8. Wasteful tax payer money
9. Witnessing over and over a contractor "cut the throat of the organization" and seeing cheerleader response to the contractor. The wool has been pulled over our heads for a long time!

### *Work Environment*

1. certain taskers
2. Imbalance of Family/Work/Health due to being overloaded (this has not been a problem), lack of commitment from management for future growth (this has not been a problem)
3. Inability to provide professional, on-time, customer service to soldiers in need
4. time away from family then and now.
5. Not enough hours in the day.
6. The "short suspension" tasks such as getting a piece of training done TODAY because some manager's job performance rests on it. Also, the issues and efforts that are presented by management as being very important, but then just evaporate; two recent examples are the



"TARDEC Playbook" and LMP Training.

7. demands not achievable.

## **What are the most important actions the Army can take to improve job satisfaction?**

### *Better Performance Management System*

1. Find a different system that gets away from the "traditional" time-in-grade standard. Even outside of myself, I know of at least 10 very talented, more than qualified, and sufficiently experienced individuals who have left or refused to work for the Army (and government as a whole) because of the pay restrictions due to "time-in-grade" standards and because of the promotional potential/ceilings.
2. Have more flexible options for pay increases based on merit. Currently, it seems that it is strictly based on seniority.
3. Re-evaluate the rating system, a lot of people get ratings they don't deserve
4. Reform the "pay-for-performance" system so supervisors can actually reward the performers. Each rating level is exponentially harder to achieve, but the amount of additional compensation diminishes. This system is a morale crusher. I know this is true because I received a very high rating (3 delta), but yet my increase in compensation was less than a step on the GS scale.
5. Award high performers accordingly. There's a lot of young people coming into the Army from industry and we are (and I do mean "we", I'm friends with a lot of them) are shocked at the lackluster performance appraisal system. Disproportionately high performance deserves disproportionately high compensation awards. That does not seem to be the case here at TARDEC where I work. The high performers seem to be forced into "middle of the road" performance ratings. And awfully low performers don't seem to have issues like I'd expect. I will say that this year, there seems to be some amount of progress made at least here in my area.

### *Warfighter Visits*

1. Provide more direct connection between TARDEC programs and warfighter requirements.
2. Bring in more actual warfighters to talk about the products and provide real-time feedback on the products. The current process is lacking the actual feedback loop to the development community. The Management needs to be part of the discussions with the lower levels. That way everyone hears the same words. Either group hearing the words without the other is a recipe for arguments.
3. Let us talk to the soldier and perhaps have more control over the design of the systems we are contracting out. Get more expertise in house, and stop being forced to go to industry when industry forces the price of items to be three times as great as they need to be because of overpaid

contractors that can't seem to handle a budget.

### *Control Waste*

1. Increase the Army's quality culture, and achieve the proper level of quality from contractors
2. Stop re-inventing the wheel.
3. Make a decision and stick with it. Go for an 80% solution in half the time at half the cost. Scrap stuff that doesn't work. Actually implement consistent processes and hold the PMs to them.
4. Ensure that if or when a new program to be purchased, that the training is complete and the program they buy is what they really want and have included in the contract that any problems will be fixed without paying out any additional money.
5. Investigate the wasteful and improper use of funds in RSJPO, investigate the prejudicial practices being conducted by management/supervision at RSJPO
6. Do away with useless taskers and extraneous paperwork that is outside of our system.
7. Be adaptive, develop processes, and get rid of the waste that controls governmental work.
8. Assign associates to tasks which better matches their strengths. That way they can get more "bang for their buck". A lot of us bring many years of private industry experience to the Army and very little of it is fully utilized correctly. By assigning people to tasks that they enjoy would produce more positive results.
9. quit wasting the taxpayers money
10. Reduce levels of management. There are often too many layers of supervisors/managers in some organizations. Keep all informed on risks of a RIF.

### *Provide Cost of Living Increases*

1. PAY INCREASES that correspond with inflation

### *Empowerment*

1. empower
2. Make individuals feel that their work is meaningful, allow individuals to contribute to the decision making process of managers, and stress that experience will mean opportunities for career advancement.
3. Responsibility with Empowerment
4. Give me a say in where I end up following my Intern Rotation. Pay me more.

### *Fair Promotions*

1. Ensure that promotions and demotions are performance based

2. Reconsider the appropriate staffing level and fill the positions with people who will actually perform the work.
3. Significant promotion commiserate with my contribution.
4. Make the hiring process more fair.
5. Build stronger more effective leaders (stop promoting based on friendships and time in grade alone!).
6. Do not hire unqualified individuals just because they are Army retirees! Literacy should really be taken into consideration. Don't promise promotions to individuals to entice them into moving as part of a BRAC relocation, and then rescind the promotions once the individuals are locked into the new location. This kills morale, and is the reason I am actively looking for employment outside of TACOM-Warren. Also, job satisfaction is severely damaged by poor leadership, and TACOM-Warren has an abundance of micro-managers who simply don't have any leadership skills. If ya gotta be a brain-dead ass-kissing Army-retiree micromanager to get promoted around here, then I've got no future here.
7. Make the system more consistent with how people are treated when given more job responsibilities. One manager may grant a new team leader a pay increase, while another will not. Additional job responsibilities should not come without a commensurate increase in pay.
8. Make decisions based on merit not empire building.
9. I'm really personally upset about the recent announcement that bonuses are limited to 1% of pay for non-SES employees (worker bees), but the limit is higher for SES employees. That's a garbage policy. It is the same problem we have in Congress right now (in my opinion) -- the elite making better rules for the elite than for the rest of the general populace. If bonuses were limited across the board to 1%, I could understand that. But having two different rates is unfair, particularly since SES employees are typically at a higher pay scale anyway.
10. Bypass the intern program for experienced personnel.

### *Foster Continuous Improvement*

1. Make the acquisitions process easier, and more timely. Get rid of mandatory training.
2. STREAMLINE WORK PROCESSES; COMMUNICATE HONESTLY ABOUT POTENTIAL JOB LOSSES.
3. Foster continuous improvement.
4. Ensuring we continue to provide the right equipment and service to the warfighter. Provide proper opportunities & training for upward mobility for employees; provide more educational assistance to those employees who want higher education.
5. Really look at some of the practices and make them more efficient.

### *Foster Teamwork*

1. Create an environment where the leaders work together for the benefit of all, not just themselves.
2. Foster teamwork. No one is above another; everyone brings something to the workplace. Foster learning.....ie privacy.
3. Contributions to team
4. Continue to encourage teamwork and cross-discipline synergy.

### *Improve Communications*

1. Higher levels of communication, taking interest in their civilian employees (not letting people slip through the cracks), clearly explaining mission goals and responsibilities, streamlining the process to eliminate the many middlemen it takes to get a simple task accomplished.
2. Ensure management listens to employees.
3. Create a better understanding between the workers and the upper level supervisors. All too often we are required to do things that are actually counterproductive to us completing the overall mission of supporting the Soldier or making the process more complicated than it needs to be.
4. Clear communication. Training
5. 1) Define requirements, needs, capability gaps, & execute tradeoffs QUICKLY to permit the researchers, scientists, specialty engineers, designers, depots, and OEMs to develop solutions and incremental improvements. 2) Reduce operational unit sustainment costs, to let more funding (on a percentage basis) be directed toward increasing the gap between our forces' capabilities and those of our most capable adversaries by paying those in disciplines where the impact on operational improvement is most direct. I am not necessarily advocating hiring more technical types or even calling for large pay increases for those functions, just protection for the knowledge base that exists in this age of austerity. An associated reduction in administrative burden would help this too. 3) Try to base decision making and analysis on more rigorous data acquisition (and make sure all are generally comfortable with and competent at assessing the data) & reduce the level of bureaucracy and "politics" in determining funding allocation [Congress needs to help with this point too, funding what the services determine are true priorities and reducing redundant capabilities across services where that is wasteful]. 4) Though the OEMs are our partners, the trend toward incentivized contracting is a very positive one. I was in the supply base in the automotive industry and many of the contracts and purchase orders contained language that was downright punitive (even potentially indefensible in court - at least some terms, from some aggressive companies). But, it created a true "pay for performance" environment at the organizational/corporate level. [I think these four things would improve job satisfaction for the greatest percentage of civilian employees, enlisted soldiers and officers, which would make us

- more nimble, responsive, and effective than ever.]
6. Focus and strategic direction would help drive direction from the top on a consistent basis; would help alleviate confusion and conflicting direction. Goals and objectives can then be tied to a strategy. Realize work environment can play a big part in job satisfaction (cube space, supplies, etc). Take more advantage of other award programs (bonus, spot awards, etc). Team leaders, ADs, supervisors etc should be put in jobs because of leadership skills.
  7. Listen to its people
  8. Communication is the most important thing that improves job satisfaction, it makes employees feel involved even if the news is bad.
  9. Ensuring that information is disseminated or made available for growth and improvement. Provide career progression charts to new federal employees.
  10. Communicate things concisely and directly
  11. Improve up and down communication within an organization. Truly recognize the contributions of the people supporting the soldier

### *Improve Work Environment*

1. Modernize facilities (like office spaces, labs, VTC). Provide clear direction and priorities. Properly staff and resource strategic programs for success. Benchmark compensation and benefits against industry norms.
2. Encourage time off with Family, make "healthy living" a priority - encourage spending time in the workout facility on-base, continue to support the VanPool, allow employees to be able to telecommute 1 day per week from home.

### *Increase Accountability*

1. Hold people accountable. We should hire a workforce that is focused on the mission, that have a sense of urgency and commitment to the nation.
2. We need to become more of a business and stop being so politically correct. We could get some much more value for our money. We need to actual complete the steps and hold accountable dead weight, and fire them if necessary
3. Change the climate and processes that make it difficult to remove workers who are not meeting performance requirements.
4. Eliminate pointless job functions and standardize the computer systems throughout the whole Army.
5. Develop enforce fair, enforceable policies.
6. Make people accountable for their own work. Stop giving awards for "nothing", or for other peoples work.

7. Take a good look at the work force and help the people who actually do good work excel and actually take action for the low performers and people who sleep at their desk all day. It is very disheartening to know that you work so much harder than someone and know they make quite a bit more pay.
8. Get rid of dead weight employees, reward top performers, continue and expand training and development opportunities
9. get rid of favoritism shown everyday towards certain individuals who don't do their job, but still receive awards, promotions, easy jobs
10. Stop promoting employees with poor attitudes and those who possess little to no motivation to complete their work. Hold employees accountable! Change pay structure so that it is performance based and not automatic pay increases. Automatic pay increases give NO motivation to employees to reach for their peak performance levels. Management needs to communicate better with personnel and learn to be direct with their employees rather than hinting to them. Management needs to stop trying to enforce policies in group meetings and then end it with the statement "but no one in our group is doing this or has done this". It gives mixed messages to employees and they will continue to disobey policies in place if mgt doesn't address the issues directly. Managers should be required to take management courses on an on-going basis to make sure they understand they are obligated to keep information discussed with employees confidential and to avoid conversations with subordinates that pertain to other subordinates. Management needs to be aware of what they should and should not discuss with their subordinates.
11. Get rid of the lazy non working people to save the tax payers some money.
12. Increase pay levels for IT Supervisors is the first. The next would be give us the ability to get rid of the "Dead Weight". There are a lot of Civilian Govt workers that do nothing and they soak off of the tax payers.
13. Eliminate underperformers and elevate over-performers! Too many people want to simply float under the radar and do just enough to keep a paycheck coming and retire.
14. Get rid of the dead weight
15. People need to be held accountable for their assignments. Timing should matter (sense of urgency to get the job done), change the culture of TACOM and TARDEC so engineers are treated with respect instead of second class servants. High performers should get a rating of 1 and a pay raise while poor performers should be let go (we all know that doesn't happen) or at least not get the same rating as a high performer! Where's the motivation for the high performer when someone who sits at their desk and sleeps or plays on the internet gets the same 0 rating? This is a complaint expressed by several of my high performing co-workers and is a reason some of them have left TARDEC.

### *Provide Job Security*

1. Job security, increase pay/more promotional opportunities, more jobs overseas.
2. don't cut benefits, keep developmental opportunities available.
3. Ensure employees have a sense of worth and protected under a RIF.
4. Commitment to employees and job security.
5. Retain health care-not reduce it. Hire and Retain Veterans and ensure HR properly reviews with the Veteran the applicable paperwork to ensure credit is provided for overseas campaigns in order to receive the appropriate accrued leave, clearly defined job & duty descriptions, sustainment of mission related training to name a few.
6. Ensure pay and benefit levels are not cut, ensure employees get regular feedback and appraisals from supervisors, allow employees to move to other areas if they are not happy where they are.
7. staying flexible with benefits/time off/work schedule/etc
8. The Budget
9. No wage freezes, better reviews (more timely and informative), short term disability or paid maternity leave
10. Pay is already sub-par. Pay cuts and increase freezes are no good for morale.
11. It isn't the Army directly that can do anything because a great amount of the dissatisfaction and anxiety in the job is caused by the inability to reach agreements by Congress. While our elected representatives may not realize that they are causing these issues, we deal with pay freezes, threats of re-alignment and RIF actions and inability to hire qualified personnel to fill the needs we have to support the warfighters. The warfighters are the ones paying for the Congressional actions ultimately.
12. Ensure job security for those having low seniority (0-3 years in service)
13. Provide soldier feed back in a timely manner. Reduce bureaucracy Secure healthcare and retirement (pension) benefits
14. Provide a sense of job security.

### *Improve Leadership Quality*

1. Make decision to change things as the Army evolve.
2. Good leadership and good teamwork - less bureaucracy. Opportunities to apply systems engineering experiences.
3. Encourage developmental assignments, deployments and leadership courses for Leaders....They to need refresher training.
4. Do what it preaches. The Army touts loyalty, integrity, communication, and leadership; yet, the workforce often fails to embody these core principles.

5. I'm retired Army, what I loved most about the army was that if you were required to perform a task, it had the resources for someone to teach, test, and perform the task. I think that many people would get more out of their job if they had more follow-ups from supervisor to let them know how well they are doing. Yearly evaluations are not immediate enough.
6. Eliminate redundant layers and provide straight forward leadership from a high level actually capable of enacting change across not only combat support groups, but whole directorates.
7. Increase work load Right job fit for background
8. Micromanagement of LMP with item managers.
9. Require leaders to improve on leadership abilities thru classes or mentorship by other successful leaders. Ability improvement includes: social skills, productive and quality tasking assignments, positive interaction instead of negative, knowing your product and what it entails.
10. Encourage supervisors to fully support employees in all aspects of the position
11. Management needs to think long and hard before requiring the staff to use their time to take training or learn processes that lead to nowhere. Someone in the management chain needs to have the balls to say "No - this is a waste of time. This is merely the Flavor of the Month and I'm not going to require my people to do this."
12. With most of my experience coming from the private sector, It seems that there is an inbreeding of a large number of GOV workers with no real world experience at a free market job. There is no incentive to perform and they are stuck in box of Bureaucratic waste that accepts the waste as the way things are. There is no leadership training to speak of until one becomes a leader. Leadership training should be done incrementally from the beginning of each career. These same people are threatened by those who have real world experience and believe experience outside of government is of no value and in fact a detriment. (That's partly why our country has a \$14 trillion dollar deficit.)
13. Provide strong leadership, vision, goals/objectives, and clear guidance on how we're (organizationally) going to achieve them
14. More upper management support. More value placed on employee's time!
15. supervisor interaction
16. Hone in on the leadership that does not strive for improvement or that does not allow people to live up to their potential "because it is not their job", etc, and move them to another position.
17. Update supervisor screening. (Stop promoting people beyond their abilities)
18. Return to strong, competent leadership rather than filling whatever politically correct hiring objective is in fashion at the moment. Hire the most qualified and experienced person for the job regardless of their EEO status. Reduce the role of politics, both governmental and business, in determining the projects being pursued and the allocation of resources and compensation.



### *Provide In-House Technical Work*

1. Not sure, provide an engineering environment that able to take on projects and not just look over the contractor shoulder. Need some of the project work to be completed in house
2. Allow Engineers to engineer, not rely so much on contractors
3. start hiring contracting administrators instead of having engineers work on contracting, improve HVAC system and cleanliness of my building, bring the computer networks and disk images into the 21st century (old, buggy Windows OS and old software with no backup system are unacceptable conditions for engineering)
4. Not sure. From a SPRDE perspective, our whole business model of being an "acquisition workforce" doesn't work for me. Engineers need to have hands on piece in the design and development of technology to feel like we have accomplished something. I hope to find a niche here that gives me that feeling. I haven't been here long so I am still hopeful to find something I like.
5. Let Engineers be Engineers, have them assist on contracts but don't make them watch them all the time.

### *Provide More Growth and Development Opportunities*

1. Have a list of careers paths available, i.e. you do this, you can one day do or be this..
2. Continue to offer educational and training opportunities that can lead to growth in personal and work related competencies. Update or improve outside grounds and interior design providing uplift in visual and mental stress relieve.
3. Continue well rounded training.
4. 1. Provide opportunities to experience new jobs, roles, and responsibilities; including promotional opportunities 2. Continue to authorize rotational opportunities 3. Provide competitive financial compensation
5. Competitive pay, advancement opportunities (mentoring), more decision making involvement.
6. Show a much greater willingness to advance people who have much industry experience into senior leadership roles- even if it means placing them at higher levels than long term acquisition workforce employees.
7. Allow no more than 20% career employees. All others must come from and transition back to non-government service. This will help weed out the unproductive and sharpen the skill set available to solve critical Army problems.
8. Continue to provide opportunities, continue to be responsive to balancing home and work and continue open communication.
9. Continue to offer leadership development courses, promotional opportunities, pay increases, etc.

### *Provide More Recognition*

1. Reward hard workers
2. Increase recognition of deserving, lower-level employees.
3. Provide recognition for a job well done, provide opportunities for advancement and growth, address personnel issues quickly
4. The inability to reward personnel that deserve it. Get rid of the " Good OLD Boy system" that is present in this organization.
5. Let people know what kind of job they are doing .....good or bad
6. I am NOT complaining, I would say this for any company or organization: Say thank you when you do something good and mean it when you say it. Folks did for me and it meant a lot.
7. Reorganize to promote team work
8. Incentive pay and recognition of employees who bring efficiency to work and help management with better decision making that enables Army funds to be used in efforts that impact our soldiers the most
9. Recognize employees for their service, bring together the Army as a community.
10. Respect the experiences and skills I have from industry. People who come from industry may not understand how the Government works, but they do have valuable skills. We are not stupid.